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ABSTRACT

The resource guide for use with personnel concerned with outdoor education for handicapped children provides a guide to activities, techniques, resources, and equipment. The first section consists of analyzed activities as they relate to individual education plans and treatment plan objectives. Provided for each activity is a description of the activity process, goals, subgoals, and activity components. Examples of the theme approach to outdoor education are also included. The second section focuses on activities with suggestions for hikes, awareness activities, nature arts, songs, stories, dramatics, special events, evening programs, and adventure activities. The third section, on resources, provides annotated references on the philosophy/rationale of outdoor education, program administration, programing techniques, nature identification, and films and records. Instructions and diagrams for making an insect net, a waterscope, and a soil sifter are given in the final section. (DB)

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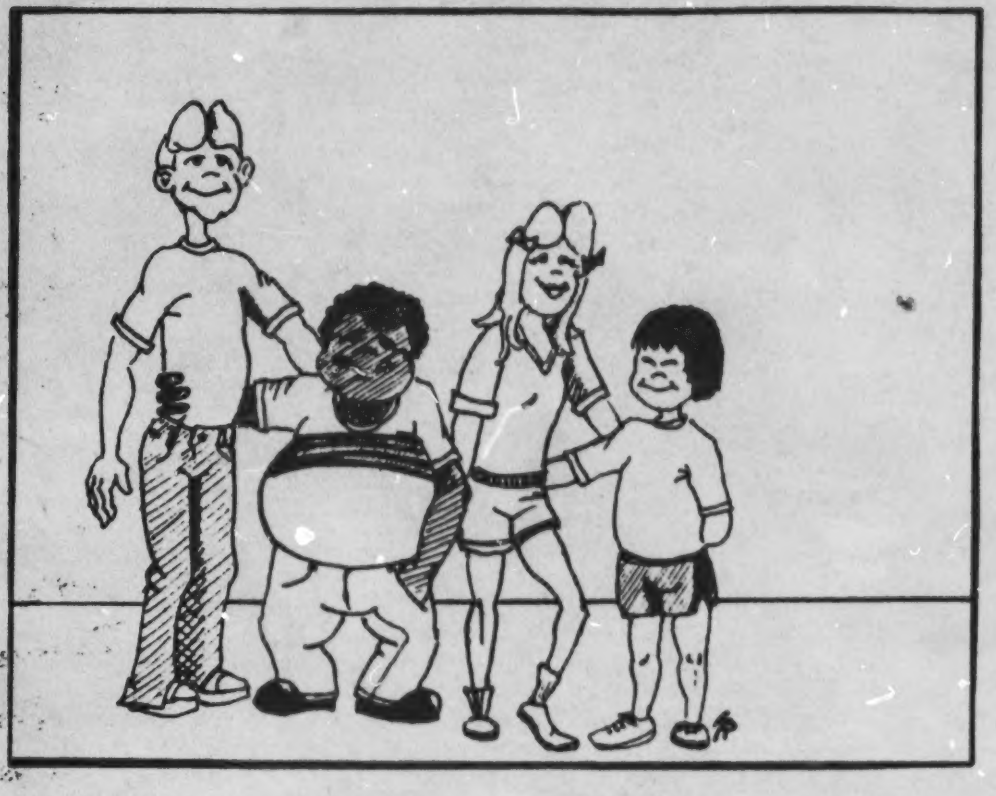
SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT



A RESOURCE GUIDE IN PROVIDING OUTDOOR EDUCATION, RECREATION AND CAMPING FOR CHILDREN WITH DISABILITIES

by

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EC144115

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INDIANA UNIVERSITY
BLOOMINGTON, INDIANA
1981

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FORWARD

This publication represents the efforts of some of the top level individuals in the country dealing with personnel preparation in outdoor education, recreation and camping for children with disabilities. The leadership provided by Gary M. Robb, Director of Bradford Woods, has enabled the project staff, advisory committees, review panels, trainees, and coordinators to pull together a definitive training statement in this area.

The Training Units provide excellent materials, case studies and problem solving opportunities which should enable the trainer to instill the necessary competencies in the training process. The program covers the concerns of background knowledge, skills and methods of outdoor education, individualized planning and implementation of program areas of vital importance in the evaluation of the program.

The Resource Guide provides us with highly needed information on task analysis, descriptions of activities, and technique to be used in activities. There is also a highly pertinent annotated bibliography that is an invaluable update to our knowledge base in outdoor education for the disabled. The Equipment Section certainly provides a cost-effective approach for the use of implementors of the described programs.

These materials were developed under special project funding from the Office of Special Education (formerly BEH) U. S. Department of Education to help meet the national needs reflected in the education of handicapped children. The demonstrate an effective alternative approach to the education of handicapped children for use by special educators, recreation personnel, regular educators, parents and other individuals facilitating the improvement of the quality of life for handicapped individuals.

William A. Hillman, Jr.
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ACKNOWLEDGEMENTS

Anyone that has ever been involved in a substantive developmental project, be it research, demonstration and/or training, recognizes that the ultimate products and outcomes reflect the impact of literally hundreds of individuals, organizations and agencies. The outcomes of this project are no exception.

Special recognition is extended to Mr. William A. Hillman, Jr., who served as Project Officer for the Division of Personnel Preparation, Office of Special Education, U. S. Department of Education. Without Mr. Hillman's support and contribution, this project would have been impossible. While it is impossible to cite the contributions of all persons contributing to the project during the four years of its existence (1977-1981), we extend our gratitude to the hundreds of children and parents that have participated and supported our efforts. Additionally, the following people have provided guidance and invaluable input during the course of the project. To them, we are deeply indebted.

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SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT

INTRODUCTION

In 1977 Camp Allen, Inc., located in Bedford, New Hampshire, received a one year grant from the Office of Special Education, U. S. Department of Education (formerly the Bureau of Education for the Handicapped/HEW) to develop a competency based inservice training program in outdoor education, recreation and camping for personnel working with severely handicapped children. That project, along with a subsequent three year grant from the same agency, provides the basis for this publication as well as the companion Training Manual.

WHY OUTDOOR EDUCATION?

Outdoor education, recreation and camping programs have for over 50 years been the source of learning, enjoyment and personal growth for literally millions of children in this country. Yet, only recently have children who are disabled had the opportunity to become involved in the wonderful experiences that await them in the outdoor environment. By the very nature of the out-of-doors, many programs and natural resources have simply not been accessible to children with physically limiting disabilities. Other handicapped children have been excluded because of stereotypical attitudes towards participation in such activities as well as overprotective attitudes based on lack of understanding of the possibilities that exist in the out-of-doors for learning, rehabilitation and recreation.

Public Law 94-142 (The Education For All Handicapped Children Act of 1975) has literally torn down heretofore unpenetratable barriers in providing access and availability of appropriate education and related services for children who are disabled. While P. L. 94-142 has yet to prove itself as a panacea in solving all problems associated with the education of children who are disabled, it is no doubt the single greatest legislative effort designed to begin to resolve some of these problems.

One major concern and need that has been evidenced and experienced by teachers and other personnel working with children who are disabled, is the problem of designing creative and effective educational experiences to meet the requirements of Individual Education Plans (IEP's). Similarly, personnel working with severely handicapped children in institutions and other sheltered or maximum care programs, have and continue to be challenged to find alternative approaches to education and rehabilitation in meeting individualized Treatment Plan Objectives (TPO's).

SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT offers one alternative approach to assist personnel working with children who are disabled in resolving this problem. Outdoor education as presented here, should be viewed by the reader/user as a methodology. Outdoor education can be utilized several ways in facilitating the educational and/or treatment programs for all children. It can be used:

1. To supplement the prescribed IEP and TPO via activities that will create an environment conducive to achieving specified objectives, e.g., use of schoolgrounds or community park in teaching a science concept.

2. To complement the individualized program by using an outdoor oriented activity as a concommitant learning technique, e.g., involving the student(s) in an orienteering activity to complement corresponding classroom activities used to develop mathematic skills.

3. As the primary learning methodology, outdoor education activities and experiences can be utilized to meet specific individualized objectives in any content area, i.e., physical motor development; self-help development; academic development; thinking skills/problem solving; personal/social adjustment, e.g., a residential outdoor education experience by way of the 24 hour living environment could enhance self-help skills-grooming, making bed, eating; physical motor skills-hikes, boating; academic skills-e.g., language development-describing various bird sounds, animal tracks, leaf shapes, colors; thinking skills/problem solving-nature lotto, color match; personal/social skills-campfire skit, making s'mores, sharing hike.

MATERIALS DEVELOPMENT

The activities, resources, and other materials contained in SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT have been field tested as of this printing, by over 200 special education teachers and other personnel concerned with providing effective educational, recreational and rehabilitative programs with children who are disabled. As a result of regional inservice training programs in New England, Indiana, Oregon, Missouri, Ohio and Virginia, literally thousands of children have had the opportunity to participate in school based, community based, and residential outdoor education experiences. Children participating in these programs have represented the broadest range of disabling conditions, from those with minimal learning disabilities to those with severe behavior disorders, to children with totally involved physical disabilities. The materials have been designed for maximum use regardless of student characteristics. Since the IEP is the key element in

the child's educational program, activities and resources selected for inclusion have been used and adapted for children with a broad cross section of disabilities and for the achievement of diverse individualized objectives.

INTRODUCTION TO THE MATERIALS

SPECIAL EDUCATION IN THE NATURAL ENVIRONMENT consists of two separate volumes, 1. Training Manual and 2. A Resource Guide. The two publications are designed to complement each other, but, either can be used separately. The primary purpose of both volumes is to provide essential content as well as process materials that can be utilized for self-instruction and inservice training for personnel wishing to initiate outdoor education programming with children who are disabled. In addition, many of the activities that are included for training purposes will also easily translate to school outdoor education programs to be conducted with trainee's respective students or clients.

RESOURCE GUIDE

The Resource Guide consists of four separate sections. They are:

1. ANALYZED ACTIVITIES (INCLUDING A THEME SECTION)
2. TECHNIQUES
3. RESOURCES
4. EQUIPMENT

SectionI: ANALYZED ACTIVITIES

This section provides a descriptive process for analyzing various activities based on individual objectives for one's student or client. The section begins by taking the user through the process with example activities, based on hypothetical student objectives. The remainder of this section provides brief descriptions of - different activities and sample goals for each learning area, i.e., sensory motor development; self-help development; academic development; thinking skills/problem solving; and personal/social development. Also included is a section on the theme approach to outdoor programming, i.e., theme on animal life, plant life, etc. A sample theme program is provided as well as directions for use of additional themes (i.e., length of time needed to implement the theme, collection of activities, etc.)

Section II: TECHNIQUES

This section lists major programs and/or organizations that provide training in a variety of outdoor education techniques and skill areas. Techniques are described in detail in the following sub-sections:

A. Hikes (sensory hikes, night hikes, etc.)

B. Awareness Activities (sensory awareness, ecology awareness, nature arts)

C. Songs, Stories and Dramatic Activities

D. Special Events and Evening Programs

E. Adventure Activities

Each sub-section also contains a listing of pertinent written materials and contact persons/agencies for each area.

Section III: RESOURCES

This section is a partially annotated bibliography of major resources that are available and are grouped by the categories of:

Philosophy/Rationale
Administration
Programming/Techniques
Nature Identification
Films/Records

Section IV: EQUIPMENT

This section contains information on inexpensive easy-made outdoor education equipment. Directions are provided for making each piece of equipment and a drawing is included to demonstrate the potential use of each item.

TRAINING MANUAL

The Training Manual consists of five Learning Units. These units are titled as follows:

UNIT I - DEFINING
UNIT II - INTRODUCING
UNIT III - INDIVIDUALIZING
UNIT IV - IMPLEMENTING
UNIT V - EVALUATING

In addition, a definition section as well as a comprehensive annotated bibliography is provided. Each unit consists of the following:

CRITICAL QUESTION(S): Questions that relate to the major components that are encompassed within each unit.

TOWARD AN ANSWER: A brief overview of the learning that needs to take place in order to respond to the critical question.

CASE STUDY: An actual example of an experience that has led to an individual or agency answering the critical question.

ENABLING OBJECTIVES AND LEARNING ACTIVITIES: Specific objectives and learning experiences that the planner should engage in, in order to complete the learning within the unit.

SELF-TEST: A final check to insure that learning within the unit is completed.

LEARNING RESOURCES: Materials, activities, and readings corresponding to objectives and activities.

OVERVIEW OF TRAINING MANUAL UNITS

UNIT I - DEFINING provides the user with background information on what outdoor education consists of and provides the user with the opportunity to develop a philosophy in justifying outdoor education as a viable component of an educational or rehabilitative program. The learning activities and resources will allow the user to develop a rationale for how outdoor education can directly benefit their handicapped students/clients.

UNIT II - INTRODUCING focuses on the development of skills and methods associated with gaining approval and support for the implementation of an outdoor education program with children who are disabled. While the planner may be

"sold" on the potential benefits of outdoor education, the support of colleagues, administrators, parents as well as the potential recipient is essential. The learning activities and resources contained within this unit will provide the essential experiences for the user to develop the arsenal necessary to address the questions and concerns of others.

UNIT III - INDIVIDUALIZING provides the planner/user with opportunities to begin to develop an actual outdoor education program for her/his students. Several learning activities and resources are provided to guide the planner through the activity selection process, based on the individual educator's plans or treatment program objectives of their students/clients.

UNIT IV - IMPLEMENTING moves the planner from the conceptual to the application phase. This unit considers the multitude of logistics, program, health safety, scheduling and processing concerns that must be addressed prior to actually conducting an outdoor education program, and particularly one that will take place in residence in an outdoor education center. Learning activities and resources in this unit are extensive and take into account all considerations that the planner must be familiar with prior to the residential experience. In addition to the above, these include such matters as financing, food service, transportation, medical coverage and required forms and clearances.

UNIT V - EVALUATING identifies a number of approaches and resources that the planner may wish to use in order to assess the effectiveness of the program and the benefits that are derived from participation in outdoor education. Learning activities and resources provide the user with exercises in developing appropriate behavioral objectives, developing formative evaluation instruments and collecting assessment data. Included are sample tools for activity selection relative to the attainment of IEP's, learning assessment tools, teacher checklist, success rating forms, parent feedback questionnaire and student questionnaire.

USE OF MATERIALS AND THE USER

These materials (Resource Guide and Training Manual) are intended to provide basic training for persons providing educational and rehabilitative services for children who are disabled (severity of disability not specified). Special education teachers, administrators, physical education and recreation personnel as well as occupational and recreational therapists are intended as primary users. They have been developed to allow the potential user to go beyond the awareness level relative to outdoor education programming. While the user may well wish to consult with content experts (outdoor education/recreation/camping professionals), they can expect to become competent outdoor leaders in their own right once they become well versed in these materials and after several actual outdoor education experiences with their students/clients.

The outdoor education experience will ultimately be more meaningful, have more carryover value and will more rapidly become an integral part of the educational program when the primary teacher, therapist or resource person develops the competencies to plan, develop, conduct and evaluate them.

The user of these materials should view them as a starter package and not as an all encompassing resource. In addition, the materials will undoubtably be more useful if outdoor education is viewed as a methodology for achieving individualized education or rehabilitative objectives. The ultimate value of these materials will be best tested through ongoing use with children. This can best be accomplished through a progression of steps: Inclassroom activities-activities conducted on the school or agency property-use of community parks and playgrounds-trips to county, state, regional and/or national parks, forests and historic sites-and ultimately, a planned residential (3-5 day) outdoor education experience at an appropriate camp or outdoor education center.

DISCUSSION OF KEY TERMS

OUTDOOR EDUCATION

When the words "Outdoor Education" are mentioned, people frequently relate in isolated terms such as: camping, outdoor recreation, nature study, adventure, conservation education, ecology, etc. Outdoor education includes all of these components which formulate a methodology or "tool" for learning. Only when a well planned program is constructed utilizing all such components does the out-of-doors become an educational medium.

Outdoor education is education in the out-of-doors. This is a simple concept but repeatedly classrooms become filled with natural materials (i.e., bird nests, pine cones, seashells, etc.) or the gym is turned into an archery range. Outdoor education is taking the students to the materials where they exist in their natural environment.

Outdoor education is education about the out-of-doors. The classroom is an effective place to begin the understanding of the natural environment. Movies, lectures, books, etc. can originate the journey towards understanding the outdoors, but only if the students venture out to the object in question does the journey continue.

Outdoor education is education for the out-of-doors. As the outdoor leader and participant become more aware of the natural environment they begin to understand their crucial relationship with nature. Only then will they make intelligent and positive actions which will benefit both the natural environment as well as themselves.

EFFECTIVE OUTDOOR PROGRAMS

An effective outdoor education program cannot consist solely of a residential camping experience or a specific outdoor activity. The effective program must consist of lead-up activities (activities prior to the residential experience) and follow-up activities (activities following the residential experience); creating a continuous ongoing program. In providing lead-up and follow-up activities the following resource areas can be utilized: classroom, gym, playground, city park, state park, national park, open fields. Without the lead-up and follow-up activities, the residential outdoor education experience becomes a mere "outing" with little educational potential; use all resources, both people and places.

RESIDENTIAL OUTDOOR SETTING

The 24 hour residential outdoor education experience is the most effective element of the outdoor program. The extended schedule allows for a myriad of potential benefits (i.e., increased diagnostic potential, parent respite, increased consistency in skill development, heightened student/teacher rapport). The residential experience is extremely educational if lead-up and follow-up activities are implemented. Residential settings include: winterized outdoor education centers, camps, national and state parks and wilderness areas. These experiences generally run from two days to a full week.

THE OUTDOOR PLANNER

The material contained in this publication is designed for personnel involved in the education of children with disabilities. The primary planner in this instance is the classroom special education teacher. The classroom teacher must be involved in the planning and implementation of the effective outdoor program or the program becomes a series of isolated inconsistent experiences (i.e., activities on Friday afternoons run by the gym teacher). Other planners include: recreational therapists, adaptive physical education teachers, occupational therapists, special education administrators, and outdoor education professionals. These planners must involve the classroom teacher, or the person who is primarily involved in the education or rehabilitation of the student/client; this makes for an effective outdoor education program.

THE STUDENTS/CLIENTS

The purpose of the information provided in this guide is to enhance the total learning process of children with disabilities. The materials have been implemented with students/clients who have a broad range of disabilities including: severely, profoundly, moderately and mildly mentally handicapped, physically handicapped, emotionally disturbed, economically and socially disadvantaged, visually impaired, hearing impaired, and multiply handicapped. Students/clients from all the above mentioned disability areas have benefited from inclusion in effective outdoor programs.

ENVIRONMENTAL EDUCATION

Outdoor professionals realize the need to educate the populace in all aspects of mans relationship to his/her environment. Where "outdoor education" has emphasized the attempt of enlightening humans

as to their relationship with nature, "environmental education" takes the emphasis further by pointing out the need for understanding man's fusion with all environments, both man-made and natural; for example: students must learn about how pollution effects their urban environment e.g., where sewage finally ends up; what automobiles do to the suburbs; etc. Both the Training Manual and the Resource Guide make limited references to the term "Environmental Education," as the primary emphasis is on "Outdoor Education." This does not mean that awareness of all environments (man-made and natural) is not advocated. All outdoor leaders should strive to educate everyone as to their effect (positive and negative) on the entire planet.

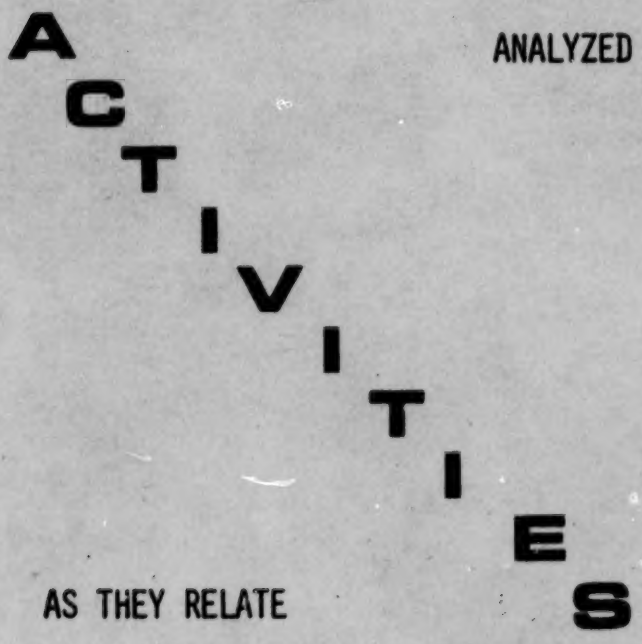
COMPETENCY-BASED CURRICULUM

Competency-based curriculum is an educational process which emphasizes student (planner) acquisition of skills required for a task designated as necessary for occupational and/or professional functioning. This process has been utilized for the curriculum provided in both documents (Training Manual and Resource Guide), and is designed for planners to develop skills necessary in becoming competent leaders of outdoor education programs. The major concepts included in this approach are a) individualized learning, b) accountability and c) specificity of learning objectives in behavioral terms.

INSERVICE TRAINING

Inservice Training consists of any training other than that received by an individual in a full-time program which leads to a college degree. Inservice training using the Training Manual and Resource Guide will enable individuals to grow within their job expectations and will assist them in preparing for changing roles.

SECTION I



ANALYZED

AS THEY RELATE
TO
INDIVIDUAL EDUCATION PLAN
AND
TREATMENT PLAN
OBJECTIVES

INTRODUCTION

Outdoor education and recreation activities have proven to be effective in enhancing the achievement of Individual Education Plan (IEP) and Treatment Plan (TPO) Objectives, when properly palnned and implemented. Specific outdoor activities can be utilized as a supplement to the achievement of a specific objective, or as the single most effective medium for achievement.

It is important, however, that the outdoor leader/teacher choose activities which are most appropriate for the achievement of a specific objective whether it be a supplemental activity or the primary medium. In order to accomplish this, outdoor leaders must be able to analyze activities and understand their inherent benefits. For example: if Billy needs to develop fine motor skills, his teacher must choose outdoor activities which contain components that would enhance the development of fine motor skills.

Included in this section are several activities which have been analyzed as to their inherent benefits, relating to the following goal areas:

GOAL 1: SENSORY MOTOR DEVELOPMENT
GOAL 2: SELF-HELP DEVELOPMENT
GOAL 3: ACADEMIC DEVELOPMENT
GOAL 4: THINKING SKILLS/PROBLEM SOLVING DEVELOPMENT
GOAL 5: PERSONAL/SOCIAL DEVELOPMENT

The process is then taken one step further as a sub-goal is chosen. For example:

Goal - Sensory Motor Development
Sub-Goal - to develop fine motor skills

The next process is to review the Descriptive Process (format) of each activity and list the components of the activity which when implemented will enhance the development of fine motor skills. For example:

Goal - Sensory Motor Development
Sub-Goal - to develop fine motor skills
Components - measuring ingredients
mixing ingredients
tying a string to the end of a pine cone
(taken from activity: Making Pine Cone Bird Feeders)

The same process is done for each of the other goals. NOTE: if the teacher/leader would have chosen the sub-goal of: to develop gross motor skills, the components would have been different. For the activity of Making Pine Cone Bird Feeders, the only gross motor component might include hanging the feeder outside. This would

tell you that this particular activity is not a good choice for the development of gross motor skills.

Review the following complete example:

ACTIVITY TITLE: Making Pine Cone Bird Feeders

DESCRIPTION OF PROCESS: (FORMAT) Mix together one teaspoon of bread crumbs, bird seed, cornmeal, oatmeal, and one-half teaspoon of peanut butter. Spoon the mixture between openings in a pine cone. Tie a string onto the pine cone and hang outside. Discuss characteristics of birds, have bird recordings and bird feathers available. Observe the bird feeder.

1. Goal: Sensory Motor Development

   Sub-Goal: to develop fine motor skills

   Components: measuring ingredients
   mixing ingredients
   spooning ingredients into pine cone
   tying string onto pine cone
   hanging bird feeder

2. Goal: Self-Help Development

   Sub-Goal: to develop independent living skills

   Components: measuring ingredients
   tying knot in the string
   mixing ingredients

3. Goal: Academic Development

   Sub-Goal: to increase general knowledge and comprehension

   Components: discussing characteristics of birds
   listening to bird recordings
   observing and feeling bird feathers
   looking at pictures of birds
   watching and listening to birds outside
   recording the number of birds in the area before and after feeder is put up

4. Goal: Thinking Skills/Problem Solving Development

   Sub-Goal: to develop cognitive ability

   Component: observing what happens/occurs to and around the feeder

5. Goal: Personal/Social Development

   Sub-Goal: to increase sharing skills

   Components: sharing ingredients
   sharing bird feeders

Review the following summary of analyzing/choosing activities as they relate to IEP and TPO Objectives:

STEP 1: planner chooses IEP/TPO objective that a student is having a difficult time achieving.

STEP 2: planner chooses an outdoor activity which looks like it may enhance the achievement of his/her students IEP/TPO objective by reviewing the Descriptive Process of the activity.

STEP 3: planner chooses Sub-Goals for each Goal Area which is already provided. (NOTE: the planner may use Goal Areas of his/her own if they do not match the ones provided.)

STEP 4: planner lists activity Components as they relate to each Sub-Goal.

STEP 5: if the Components under the Sub-Goals are appropriate for utilizing to enhance the achievement of the IEP/TPO objectives of the student then the activity should be implemented.

ADDITIONAL EXAMPLES OF ANALYZED ACTIVITIES

TITLE: SOUNDS HIKE

DESCRIPTION OF PROCESS: The group is encouraged to use listening skills during a hike.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goals:
   a. Improve gross motor coordination
   b. Develop sensory awareness
   c. Develop listening skills

   Components:
   a. hiking through a natural area
   b. stoping and listening to various sounds
   c. blindfolding participants to help them focus on listening skills (putting blindfolds on each other) (see use of blindfold information in the Adventure part of the Technique Section)

2. Goal: Self-Help Development

   Sub-Goal: a. Develop tying skills

   Component: a. having participants help each other tie blindfolds

3. Goal: Academic Development

   Sub-Goal: a. Improve general knowledge

   Component: a. discussing the meaning of various sounds heard in nature (e.g., warning signals, mating calls, etc.)

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal: a. Develop cognitive skills

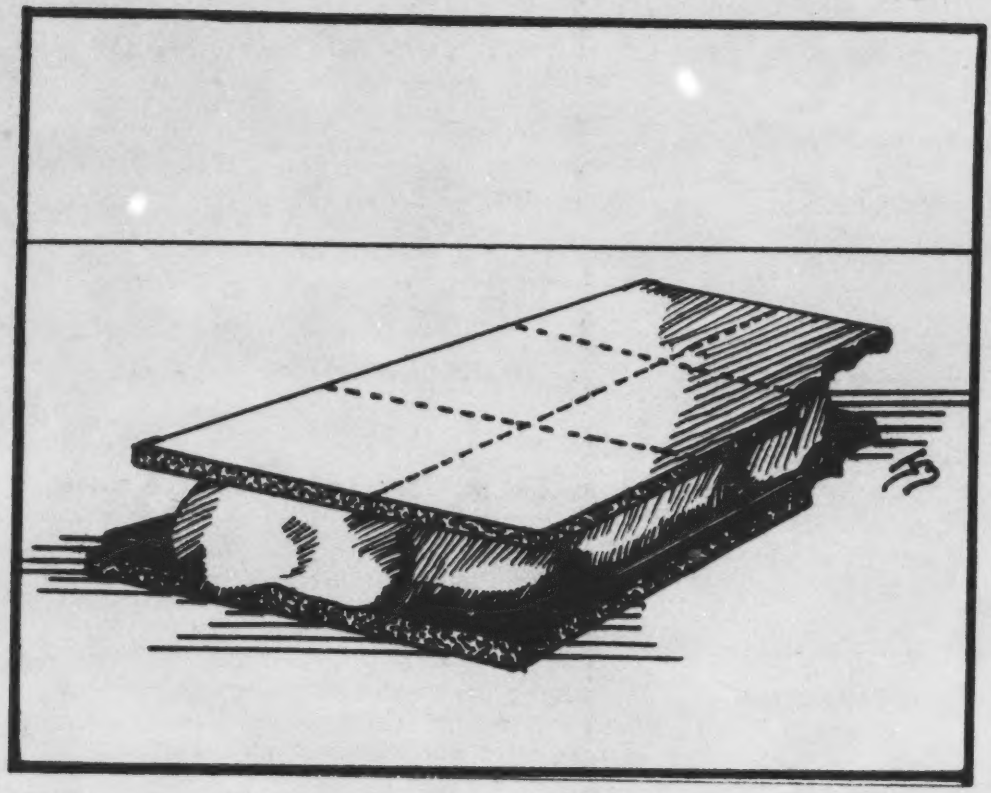
   Component: discussing the implications of man-made noise (i.e., frightening wild animals)

5. Goal: Personal/Social Development

   Sub-Goal: a. Develop awareness of others

   Components: a. discussing what type of sounds heard from other group members
   b. talking with others about what kinds of sounds were heard

TITLE: S'MORES



DESCRIPTION OF PROCESS: S'Mores are made by roasting marshmellow on the end of a stick and placing it sandwich fashion between half a chocolate bar and two graham cracker halves.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goal: a. Improve fine motor skills

   Components:
   a. placing a marshmellow on the end of a stick
   b. breaking chocolate bar in half
   c. breaking graham cracker in half
   d. holding marshmellow over coals until golden brown
   e. placing roasted marshmellow between chocolate bar and graham cracker
   f. pulling stick out of marshmellow

2. Goal: Self-Help Development

   Sub-Goals:
   a. Improve independent living skills
   b. Develop fire safety awareness
   c. Improve fire building skills

   Components:
   a. building fire
   b. lighting match
   c. lighting fire
   d. discussing fire safety
   e. roasting marshmellow over fire
   f. extinguishing fire when done

3. Goal: Academic Development

   Sub-Goal:
   a. Improve general knowledge and comprehension

   Components:
   a. discussing the three elements needed to have fire
   b. discussing what happens to the marshmellow when heat is applied

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal:
   a. Develop cognitive ability

   Components:
   a. separating wood into tinder, kindling and fuel
   b. determining in what order the fire building materials should be used

5. Goal: Personal/Social Development

   Sub-Goals:
   a. Develop ability to work cooperatively with others
   b. Develop ability to share

   Components:
   a. working as a group or in pairs to build the fire
   b. working in pairs to prepare s'mores
   c. sharing s'mores with others
   d. making a s'more for a friend

TITLE: NATURAL OBSTACLE

DESCRIPTION OF PROCESS: Find an area that has a natural obstacle (i.e., fallen tree or log, or a rope approximately 3' off the ground. The object is for all group members to work together to get everyone over the obstacle. Create a story to add enthusiasm and excitement to the activity.

For Example: You are all Indian braves who are hunting deer. Suddenly an angry bear steps out from behind a tree and begins to follow you. You must all get over the obstacle to be safe from the bear. You have 10 minutes before the bear catches up with you.

The leader must stress safety and act as a spotter for the group. (see information on spotting in the Adventure part of the Techniques Section)

GOAL/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goal: a. Improve gross motor skills

   Components: a. climbing over the obstacle
   b. helping lift fellow group members over the obstacle
   c. once on the other side of the obstacle, helping fellow group members over

2. Goal: Self-Help Development

   Sub-Goals: a. Develop awareness of personal safety
   b. Develop awareness of group safety

   Component: a. discussing personal and group safety, also what safety precautions will be practiced during the activity

3. Goal: Academic Development

   Sub-Goal: a. Develop counting skills

   Components: a. counting how many members are in the group
   b. at various times during the activity have students count how many people are left on the other side of the obstacle

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal: a. Develop creative thinking

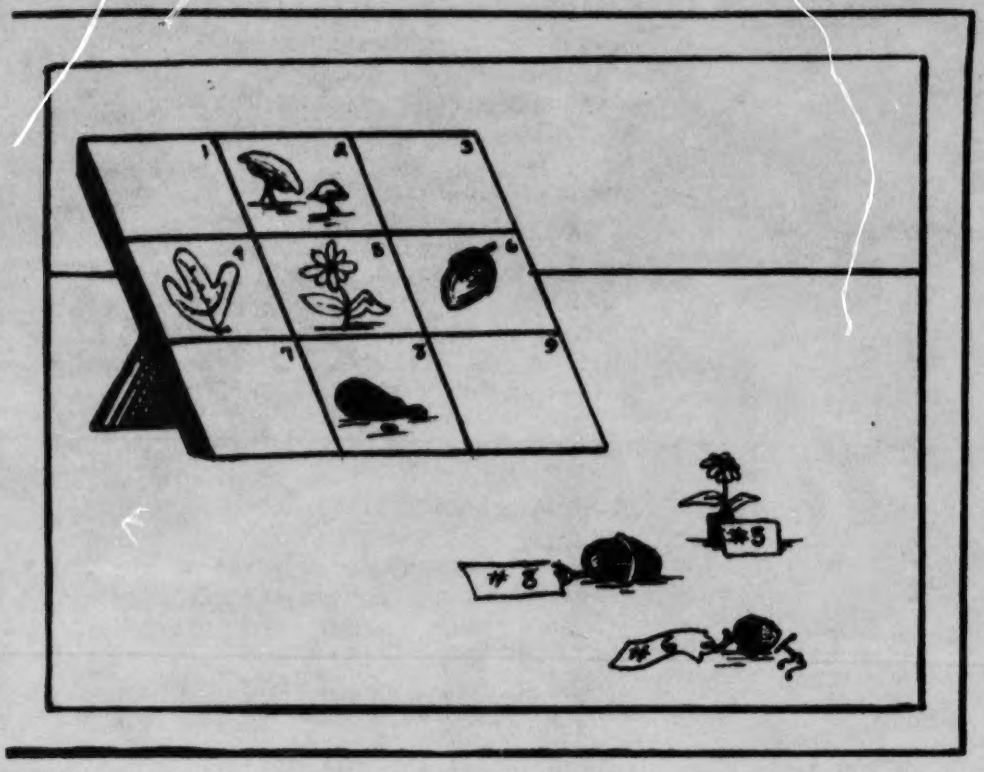
   Component: a. as a group determining how the entire group will get over the obstacle

5. Goal: Personal/Social Development

   Sub-Goals: a. Develop socialization skills
   b. Reinforce communication skills

   Components: a. stressing communication among group members
   b. all ideas from individuals should be heard
   c. stressing group cooperation

TITLE: NATURE LOTTO (only use non-living material and replace the material when finished; the leader may want to collect various natural material and spread it out in an area where the activity will take place)



DESCRIPTION OF PROCESS: Participants search for natural objects and match them with corresponding picture or object on a lotto card (have participants make their own cards if possible).

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goals:
   a. Improve gross motor skills
   b. Improve fine motor skills

   Components:
   a. in a natural area searching for objects to match with the lotto card
   b. picking up objects

2. Goal: Self-Help Development

   Sub-Goal: a. Develop language skills

   Component: a. naming the objects found and also the objects on the lotto card

3. Goal: Academic Development

   Sub-Goal: a. Improve matching ability

   Component: a. matching objects to the pictures or objects on the lotto card

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal: a. Develop cognitive thinking

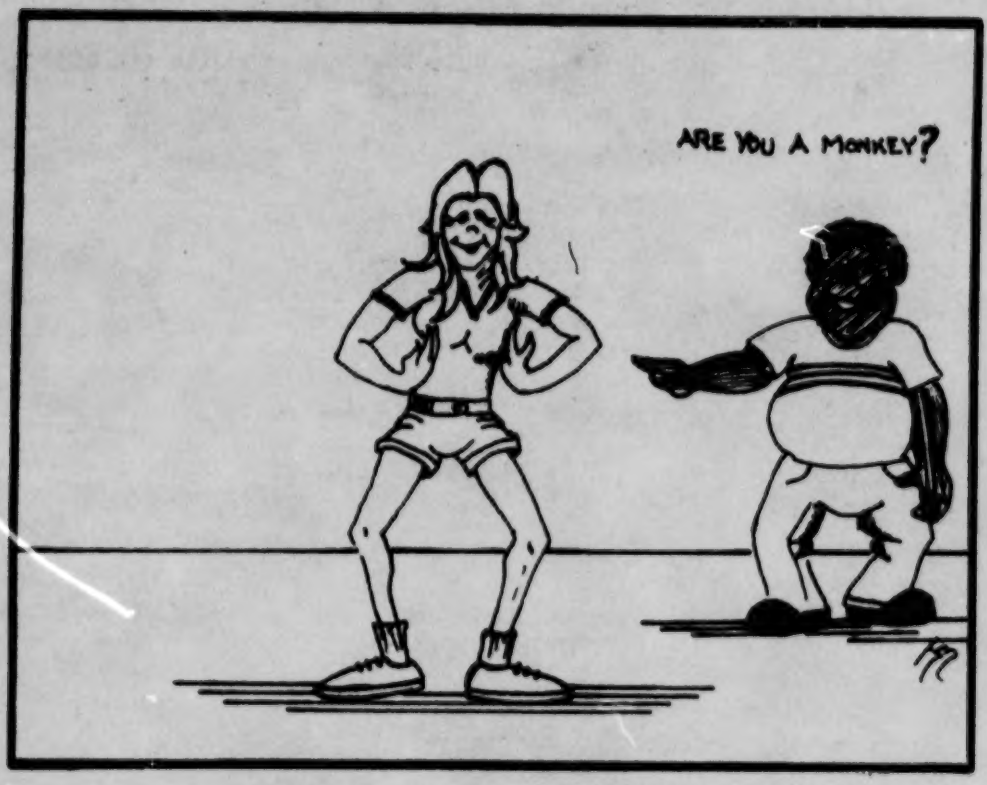
   Component: a. discussing where to look for various objects (e.g., acorns, mushrooms, etc.)

5. Goal: Personal/Social Development

   Sub-Goals: a. Improve cooperation with others
   b. Reinforce sharing

   Components: a. working in pairs to search for objects
   b. sharing objects with others

TITLE: ANIMAL MOVEMENT CHARADES



DESCRIPTION OF PROCESS: One at a time, volunteers choose an animal and imitate the movement of that animal. The group guesses the name of the animal.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goal: a. Improve gross motor skills

   Component: a. imitating the movements of a variety of animals

2. Goal: Self-Help Development

   N/A

3. Goal: Academic Development

   Sub-Goal: a. Improve knowledge

   Component: a. studying the movement characteristics of various animals

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal: a. Develop cognitive ability

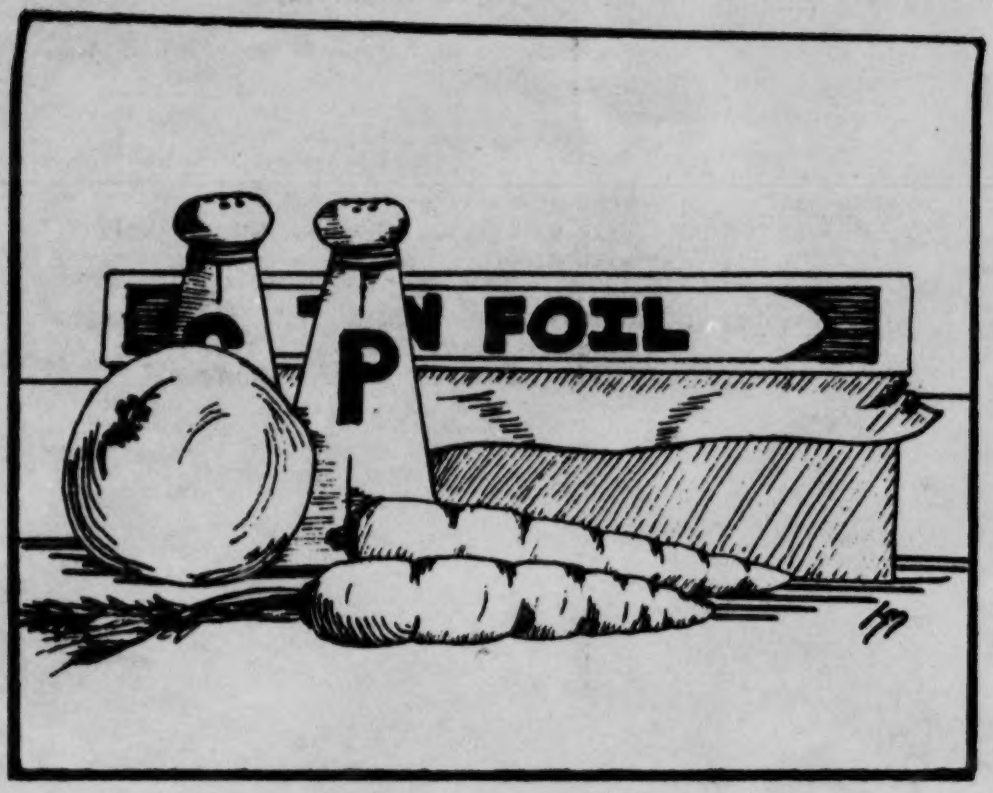
   Component: a. determining what type of movement various animals make

5. Goal: Personal/Social Development

   Sub-Goals: a. Practice taking turns
   b. Develop ability to work cooperatively with others

   Components: a. dividing participants into two groups; each group works together as a team
   b. taking turns being the volunteer

TITLE: TIN FOIL SURPRISES



DESCRIPTION OF PROCESS: Hamburger, potatoes, carrots, onions, tomatoes, beans and seasoning are sealed in the tin foil and put in hot coals to bake.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goals:
   a. Improve fine motor skills
   b. Improve eye-hand coordination

   Components:
   a. peeling vegetables with a vegetable peeler or paring knife
   b. cutting vegetables into bite-size pieces
   c. tearing off or cutting enough tin foil for each person
   d. when meat and vegetables have been placed on the foil, sealing the edges

2. Goal: Self-Help Development

   Sub-Goals:
   a. Improve hygiene skills
   b. Awareness of safety skills

   Components:
   a. washing hands before starting to prepare the meal
   b. discussing fire safety skills for cooking over a fire
   c. washing vegetables after peeling
   d. when foil packets are removed from coals, unsealing to allow steam to escape before serving

3. Goal: Academic Development

   Sub-Goal:
   a. Increase general knowledge and comprehension

   Components:
   a. estimating or measuring pieces of foil to be about 18" long
   b. placing enough ingredients on each piece of foil for each person
   c. identifying the coals in the fire and placing the sealed tin foil packets on the coals (long tong forks, sticks, or shovels may be used)

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal:
   a. Develop cognitive thinking

   Components:
   a. determining when the food is cooked
   b. determining how to remove the foil packets from the coals (long tong forks, or sticks may be used)

5. Goal: Personal/Social Development

   Sub-Goal:
   a. Develop group cooperation

   Components:
   a. sharing preparation and clean-up responsibilities
   b. eating together as a group

ACTIVITY: TEEPEE FIRE

DESCRIPTION OF PROCESS: Place two handfuls of tinder upright in the center of the fire area. Lay small kindling around the tinder. Light the tinder and continue to add kindling, gradually increasing the size of the wood. Add full logs standing on end to form a teepee shape. Continue to add logs as needed. Extinguish fire when finished.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goals:
   a. Develop gross motor skills
   b. Improve coordination

   Components:
   a. collecting firewood
   b. breaking or sawing firewood
   c. adding wood to the fire

2. Goal: Self-Help

   Sub-Goal: a. Develop safety awareness

   Components: a. discussing fire safety
   b. lighting a match
   c. extinguishing fire

3. Goal: Academic Development

   Sub-Goals: a. Develop sorting skills
   b. Increase general knowledge and comprehension

   Components: a. sorting wood into various sizes, i.e., tinder, kindling, fuel
   b. discussing the benefits of heat and fire
   c. discussing the dangers of fire
   d. discussing what type of wood burns well
   e. discussing what happens to fire when moisture or water is added

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal: a. Develop cognitive thinking

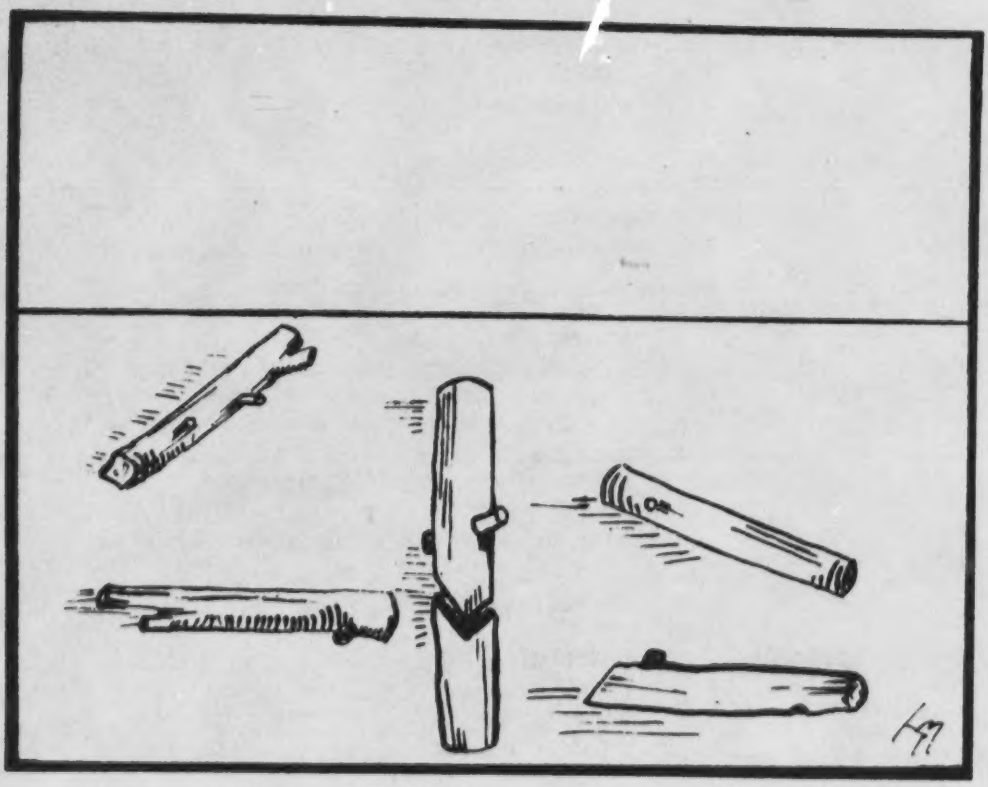
   Components: a. discussing why wet wood will not burn
   b. discussing what happens to wood when it burns
   c. discussing what happens to the ground around the fire

5. Goal: Personal/Social Development

   Sub-Goals: a. Developing ability to work cooperatively with others
   b. Developing ability to share responsibility with others

   Component: a. working as a group to gather wood and build the fire

TITLE: STICK MATCH



DESCRIPTION OF PROCESS: A stick is broken into two pieces. Participants are to fit the two pieces together so the corresponding ends match. The corresponding ends of the sticks may be color coded to decrease the level of ability. To increase the level of difficulty break more than one stick and mix the parts. Continue to use smaller and smaller sticks.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goal: a. Improve hand-eye coordination

   Component: a. matching corresponding ends of the stick

2. Goal: Self-Help Development

   N/A

3. Goal: Academic Development

   Sub-Goal: Develop matching skills

   Component: a. identifying matching stick parts

4. Goal: Thinking Skills/Problem Solving

   Sub-Goal: a. Developing reasoning skills

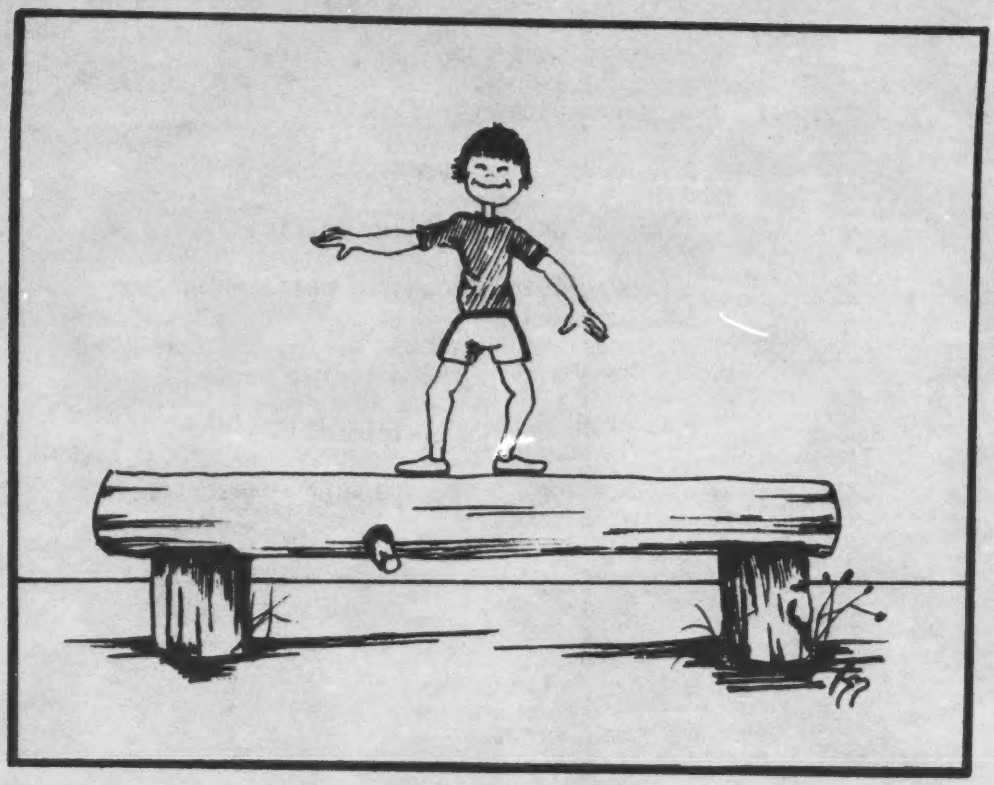
   Component: a. breaking 3 sticks, mixing the parts and determining the matching parts

5. Goal: Personal/Social Development

   Sub-Goal: a. Develop ability to work cooperatively with others

   Component: a. working together in a small group

TITLE: NATURAL BALANCE BEAM



DESCRIPTION OF PROCESS: Natural balance beam can be formed by: large logs buried in the ground, leaving top portion exposed for balance activities; long logs draped across a ditch; logs supported on other logs (make sure spotting procedures are implemented).

1. Goal: Sensory Motor Development

   Sub-Goals:
   a. Develop gross motor skills
   b. Develop balance and coordination
   c. Improve eye-hand coordination

Components:
a. walking forward on the beam
b. walking backward on the beam
c. walking sideways on the beam
d. walking along the beam while holding a ball
e. walking along the beam, stop, pick up an object on the beam
f. walking towards partner on beam, try and pass each other
g. standing sideways on the beam, throwing and catching a ball with partner standing on the ground
h. standing on beam facing a partner, throwing and catching a ball with each other
i. crawling along the beam

2. Goal: Self-Help Development

N/A

3. Goal: Academic Development

Sub-Goals:
a. Develop memory skills
b. Develop sequencing skills

Component:
a. counting how many steps it takes to get from one end of the log to the other

4. Goal: Thinking Skills/Problem Solving

Sub-Goal:
a. Develop creative thinking

Component:
a. determining different ways of getting from one end of the log to the other

5. Goal: Personal/Social Development

Sub-Goals:
a. Develop ability to work cooperatively with others

Components:
a. working with a partner
b. helping spot peers while they are on the beam

TITLE: QUADRANT STUDY

DESCRIPTION OF PROCESS: Mark off a geographic area (10'x10') for each group or for each person. Within each designated area have participants determine the tallest tree, largest pine cone, heaviest log, and so on. Record the information and compare with other groups.

GOAL/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goal: a. Develop sensory awareness

   Component: a. carefully looking at the various objects within each area

2. Goal: Self-Help Development

   Sub-Goal: a. Develop language skills

   Component: a. describing various objects

3. Goal: Academic Development

   Sub-Goals:
   a. Improve writing skills
   b. Improve vocabulary
   c. Reinforce knowledge of measurement and weight

   Components:
   a. identifying various objects
   b. measuring the objects
   c. determining the heaviest log, largest or smallest pine cone, etc.
   d. recording the information
   e. comparing information with other groups

4. Goal: Thinking Skills/Problem Solving

   Sub-Goals:
   a. Reinforce previous learning
   b. Develop cognitive ability

   Component:
   a. discussing why some trees are taller than others; why some logs are heavier than others, etc.

5. Goal: Personal/Social Development

   Sub-Goals:
   a. Reinforce sharing
   b. Improve cooperation with others

   Components:
   a. sharing information and knowledge gained with others
   b. working cooperatively with others in small groups

TITLE: LAP SIT

DESCRIPTION OF PROCESS: Form a very close circle with everyone standing sideways so each member of the group is looking at the back of the person in front of them. On the count of three, members sit on the lap of the person behind them. The entire group will be sitting on each others lap in a circle.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development

   Sub-Goals:
   a. Develop gross motor skills
   b. Improve balance

   Components:
   a. sitting on someones lap
   b. maintaining balance
   c. standing up

2. Goal: Self-Help Development

   N/A

3. Goal: Academic Development

   Sub-Goals:
   a. Introduce the concept of a circle
   b. Improve ability to distinguish right and left

   Components:
   a. forming a large circle
   b. making the circle smaller
   c. each member must turn to the right and stand sideways in the circle

4. Goal: a. Thinking Skills/Problem Solving

   Sub-Goal: a. Develop creative thinking

   Component: a. developing alternate ways to perform the lap sit (e.g., in a straight line with one person sitting on a chair)

5. Goal: Personal/Social Development

   Sub-Goal: a. Develop ability to work cooperatively with others

   Components:
   a. helping peers by placing hands on the hips of person in front and guiding them into your lap
   b. stressing the need to work together in order to perform the lap sit

TITLE: NATURE CINQUAINS

DESCRIPTION OF PROCESS: The format is as follows:

_____(a word)

_____ _____(2 describing words or adjectives)

_____ _____ _____(3 action words)

_____ _____ _____ _____(statement or 4 more adjectives

_____(synomym or describing word)

Example:

Snow
White Flakes
Falling Swirling Blowing
Snow Falls In Winter
Cold

GOALS/ACTIVITY COMPONENTS:

1. **Goal:** Sensory Motor Development

   Sub-Goals:
   a. Improve fine motor control
   b. Improve hand-eye coordination

   Components:
   a. holding pencil
   b. writing with pencil

2. **Goal:** Self-Help Development

   N/A

3. **Goal:** Academic Development

   Sub-Goals:
   a. Improve language skills
   b. Build vocabulary

   Components:
   a. identifying action words
   b. identifying adjectives
   c. identifying synonyms

4. **Goal:** Thinking Skills/Problem Solving

   Sub-Goal:
   a. Develop cognitive skills

   Components:
   a. thinking of a subject or theme
   b. thinking of the number of words required for each line
   c. relating words to theme

5. Goal: Personal/Social Development

Sub-Goals:
a. Build self-confidence
b. Develop ability to work cooperatively with others

Components:
a. reading poetry aloud
b. sharing poetry with others
c. working together in small groups to write cinquains

TITLE: PANCAKE ROLL

DESCRIPTION OF PROCESS: A group lies face down on the ground, as close to each other as possible, forming a line. The first person in line begins to roll, and rolls over the entire group, until reaching the other end of the line. That person then positions himself face down next to the last person in line. Continue in this manner until entire group has had a turn.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Motor Development
   - Sub-Goal: a. Develop gross motor skills
   - Component: a. rolling over the entire group
2. Goal: Self-Help Development
   - N/A
3. Goal: Academic Development
   - N/A
4. Goal: Thinking Skills/Problem Solving
   - N/A
5. Goal: Personal/Social Development
   - Sub-Goal: a. Reinforce the concept of taking turns
   - Component: a. each person must wait until it is his/her turn to roll

TITLE: CIRCLE TRUST

DESCRIPTION OF PROCESS: Group members form a circle. One volunteer steps to the center of the circle. Close the circle so that each person is touching shoulders with the person on either side. The people in the circle put their hands in ready position (i.e., hands in front of chest, palms facing out towards the center of the circle). The volunteer stands straight with hands at side and feet together keeping his/her body as stiff as possible. The volunteer then lets himself/herself fall front, back or sideways, remaining rigid at all times. The group members use their hands to "catch" the volunteer and pass him/her around the circle or back and forth across the circle. Continue until all participants have had a chance to be the volunteer.

GOALS/ACTIVITY COMPONENTS:

1. Goal: Sensory Development
   - Sub-Goal: a. Develop gross motor skills
   - Component: a. improve balance and equilibrium
2. Goal: Self-Help Development
   - N/A
3. Goal: Academic Development
   - N/A
4. Goal: Thinking Skills/Problem Solving
   - Sub-Goal: a. Develop cognitive thinking
   - Component: a. discussion what would happen if one person in the group was not in ready position
5. Goal: Personal/Social Development
   - Sub-Goal: a. Develop ability to trust others
   - Component: a. being supportive of peers and others

ADDITIONAL ACTIVITIES

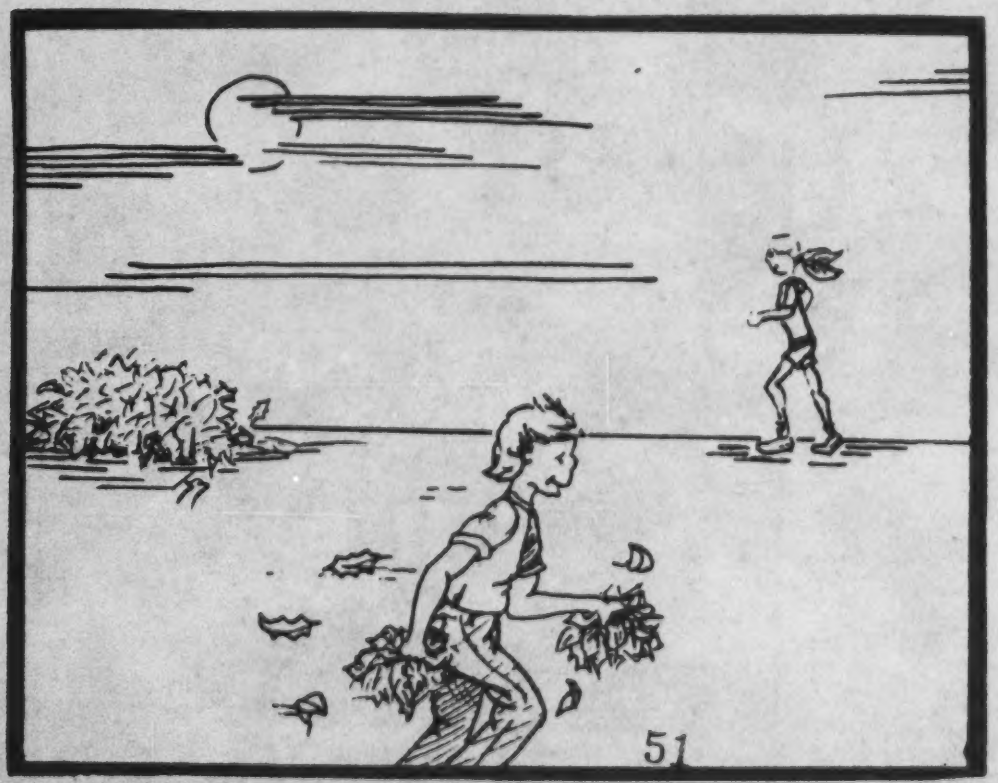
Activity: NATURE ARTISTS

Materials/Equipment: paper, crayons

Format:
1. form two groups (teams)
2. one volunteer from each group goes to the leader
3. the leader gives volunteer a piece of paper and a crayon and tell them an object to draw (e.g., tree, flower, bud, etc.)
4. each volunteer runs back to their group and draws the object
5. the volunteers must not give any verbal clues to the group; other members of the group must observe and guess what the object is
6. continue in this manner until everyone in the group has been the volunteer artist

Variations:
A. participants work in pairs, alternating roles of artist and observer

Activity: ENERGY RELAY



Format:
1. group collects and forms two piles of leaves
2. two groups (teams) are formed
3. each group lines up by one pile of leaves
4. the lead persons from each group grab a handful of leaves and runs ten yards to a designated area, dropping the leaves to form another pile
5. race back and touch the next person waiting in line
6. next person in line repeats action
7. continue until everyone in the group has gone

Variations:
A. instead of leaves, use water, using cups to transfer water from one container to another

B. if appropriate, explain that in the transference of energy (leaves, water) a certain amount is lost

Activity: ADOPT-A-TREE

Materials/Equipment: No material is needed for the basic activity. If you develop the concept identify what materials/equipment will be used.

Format:

1. study the area you intend to use; identify trees that are accessible to wheelchairs, or easy to reach depending on your students abilities

2. in choosing your tree, be sure to include a variety of trees; conifers offer a good comparison to hardwood trees

3. on the first visit, have the students concentrate on becoming aware of their tree, using their senses; have them describe how it feels, looks, smells, sounds, and tastes; encourage them to think about the tree; why is the tree where it is, how did it get there, is it different from the other trees near it, how does it relate to its environment, what lives on or near it?

4. some simple techniques include: grokking'(feeling a tree while blindfoled); taking pictures of the trees; using leaves as color identification exercises; studying size differentiation among the trees in an area; rope ladders up the side of a tree; comparing tree part sizes to body parts (i.e., trunk to torso, branch to arms, roots to legs)

5. look at the trees physical characteristics (i.e., size, leaf shape, bark texture, is it alive or dead, etc.)

6. the following sequence is an example of the techniques carried on throughout a session: (from Camp Blue Sky)

   Each camper should make a scrapbook called "MY ADOPTED TREE." The scrapbook should have a strong cover so it will last.

   -WEEK 1 - Find your tree in the woods. Draw a picture of it or cut a picture of an indentical tree from a seed catalog. Paste picture in scrapbook. Take a photograph of your tree.

   -WEEK 2 - With the aid of fieldguides, identify birds, animals, and insects that are using the tree. Make a picture list for your scrapbook. What plants are growing under your tree.

-WEEK 3 - Listen to your tree, wind, leaves, birds, etc. Use a tape recorder to save these sounds. Try to associate particular bird songs to the birds you have already listed. Make a list of sounds for your scrapbook.

-WEEK 4 - Take another photogarph of your tree. Check for bird nests, hornets nests, etc. Pick some green leaves to press for your scrapbook. Collect in a plastic bag a sample of the soil your tree is in.

-WEEK 5 - Concentrate on the ground below the tree. What flowers are in bloom? What insects are living there? Is it mossy? Are there any burrows? List in scrapbook. Press the flowers.

-WEEK 6 - Make a crayon rubbing of the bark of the tree and of the leaves. See if the student can find another tree with the same leaves and bark.

-WEEK 7 - How thickly are the leaves growing on the branches? Does it shade you from the sun? Would it protect you from the rain? Does an animal sleep in it? Under it? Have a picnic under your tree. Take another photograph for your scrapbook.

-WEEK 8 - Is your tree forming any kind of fruit or seeds? Pick a sample for the scrapbook. Are these edible? For whom?

-WEEK 9 - Collect leaves from tree. Press, dry, then arrange on a piece of cardboard, glue to make an attractive collage. Spray with acrylic spray. Add a few acorns, twigs, cones, or seed pods found near your tree for contrast.

-WEEK 10 - Measure your tree. How big around? How tall? How wide? How much roots does it have? How much might it weigh?

-WEEK 11 - What kind of wood does the tree have - soft or hard? What are the uses of the wood? Get a sample board of this type of wood. Does it burn well? How easily does a nail penetrate the board?

-WEEK 12 - How has the tree changed from the first week? (Check your scrapbook) What different plants are under it? Are the same birds in it? Are the sounds the same? Come back when the leaves are in color and collect for your scrapbook. Come back in winter to visit the tree. Paint a watercolor of your tree.

Activity: TRUST WALK

Materials/Equipment: blindfolds

Format:

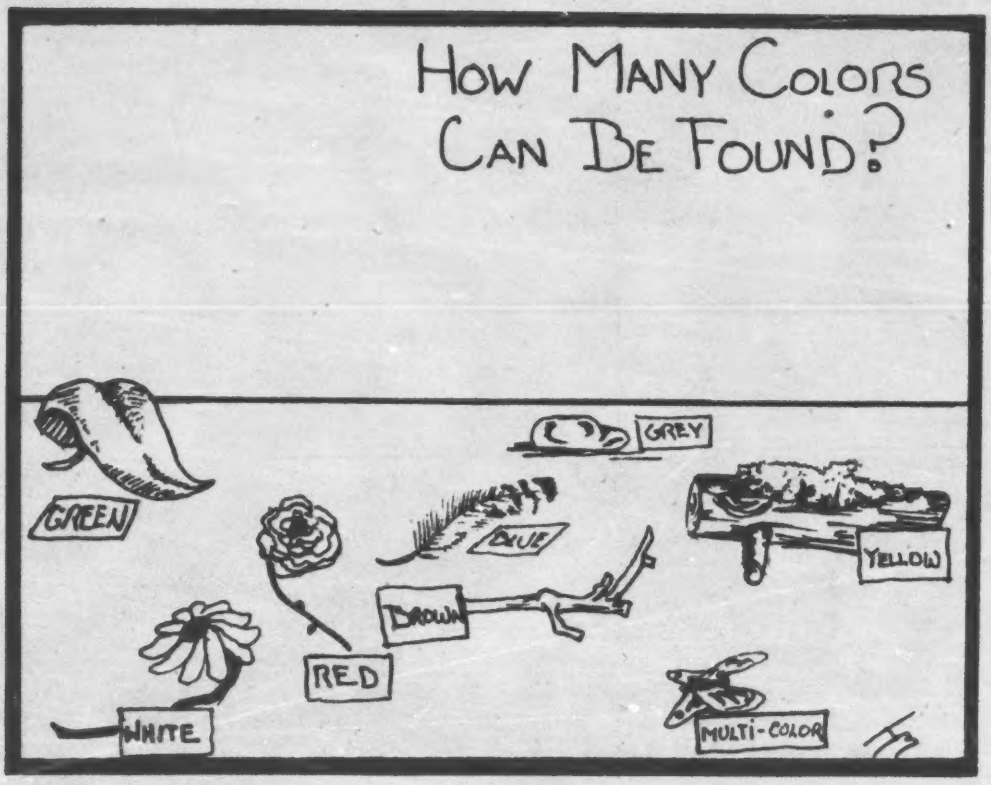
1. introduce the concept of trust
2. ask each student to find a partner
3. give each pair of students one blindfold
4. one student in each pair puts on the blindfold
5. the other student in the pair is the guide and leads his/her partner on a trust walk
6. the blindfolded partner should hold onto the elbow of the sighted partner and walk 1/2 step behind him/her
7. the sighted partner should offer verbal feedback and descriptions of the surroundings to the blindfolded partner
8. partners should then switch roles as sighted partner wears the blindfold and the formerly blindfolded partner is the guide
9. as a group, discuss how each individual felt when he/she was blindfolded, were they able to trust their partner

Activity: **DISCOVERY**

Format:
1. prepare primary color pockets and staple to cardboard backing
2. students are to find natural objects and insert them in the matching color pockets

Adapted Variations:
a. match a natural object to each corresponding pocket; students must find the same natural object for each pocket
b. write the name of natural object on each pocket; students are to find and place in each pocket the appropriate object

Activity: **CAMOUFLAGE**

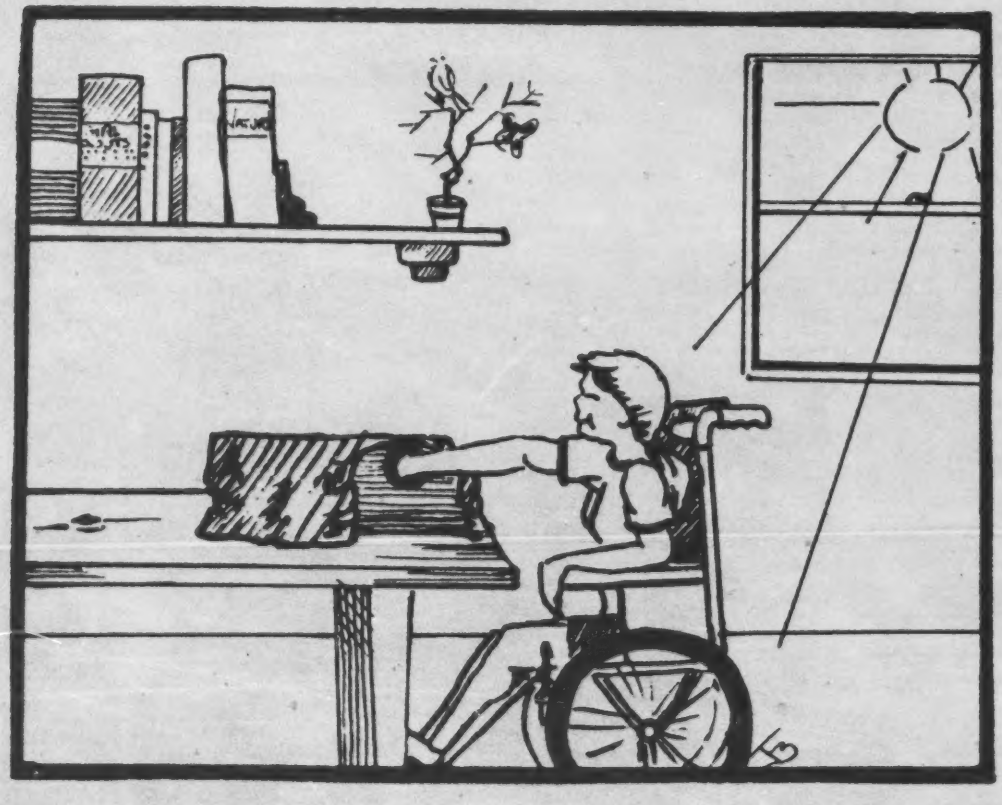


Format: 1. give students 15 minutes to find as many different colored natural objects as possible (you can put out colored ribbon so you will not disturb the natural surroundings)

2. sort the findings by color

3. if appropriate, discuss the reasons more of one color than another were found, and develop the idea of adaptation (how and why animals adapt)

Activity: WHAT'S IN THERE



Materials/Equipment: box with large hole cut in one side and a cloth covering the hole (natural objects inside)

Format: 1. place a variety of natural objects in the box for the purpose of matching through the following tactile clues:

a. big or small
b. wet or dry
c. straight or curved
d. hard or soft
e. smooth or rough
f. thick or thin
g. wide or narrow

Variations: A. identify the object by name

B. place a model object outside the box whose match is to be found inside

C. saying soft, then finding the object with the same characteristics in the box

D. follow-up with a walk through a natural area to identify natural objects by characteristics small, wet, etc.

Activity: THE INCREDIBLE JOURNEY

Materials/Equipment: blindfolds, 20 meter rope

Format: 1. begin the activity by leading a discussion about the senses

2. create a mood/feeling of excitement - for example: we are about to go on a hike where we will have to use other senses to understand what is happening around us

3. ask students to line up about one meter apart

4. give each student a blindfold to put on

5. spread the rope out and ask each student to hold on to a section of the rope

6. tell the students not to move up or back along the rope so they won't trip over anyone

7. lead students on the hike, encouraging maximum use of the senses and imagination to "see"

Activity: SETON WATCH

Format: 1. hike to an area in a natural environment

2. students select a spot where they would like to sit by themselves

3. it is best if the students cannot see each other, however, make sure the leader can see all the students

4. explain the need to be quiet (sense the environment)

5. suggest that the students may see a bird, rabbit, etc., if they are quiet

6. after the experience, gather the group together and discuss what they say and how they felt

Activity: THE APARTMENT COMPLEX

Format: Prepare a sequence of pictures showing penthouse-tree tops; 4th floor-lower branches; 3rd floor-bushes; 2nd floor-ground level; 1st floor-ground cover; basement-soil. Compare the forest floors to an apartment building, discuss who lives on the different floors (penthouse-birds, 4th-squirrels, 3rd-small birds, 2nd-rabbits/bears, 1st-insects, basement -worms. After study, precede on a night hike pointing out the "floors" of the forest.

Additional Activity: "Succession"

Format: Take a hike and explain forest succession as you go along (changes from low to medium to high) (no trees-lots of small trees-lots of big trees). After hike have students put together a sequence of pictures diagramming forest succession. (See Reading the Woods, Vinson Brown.)

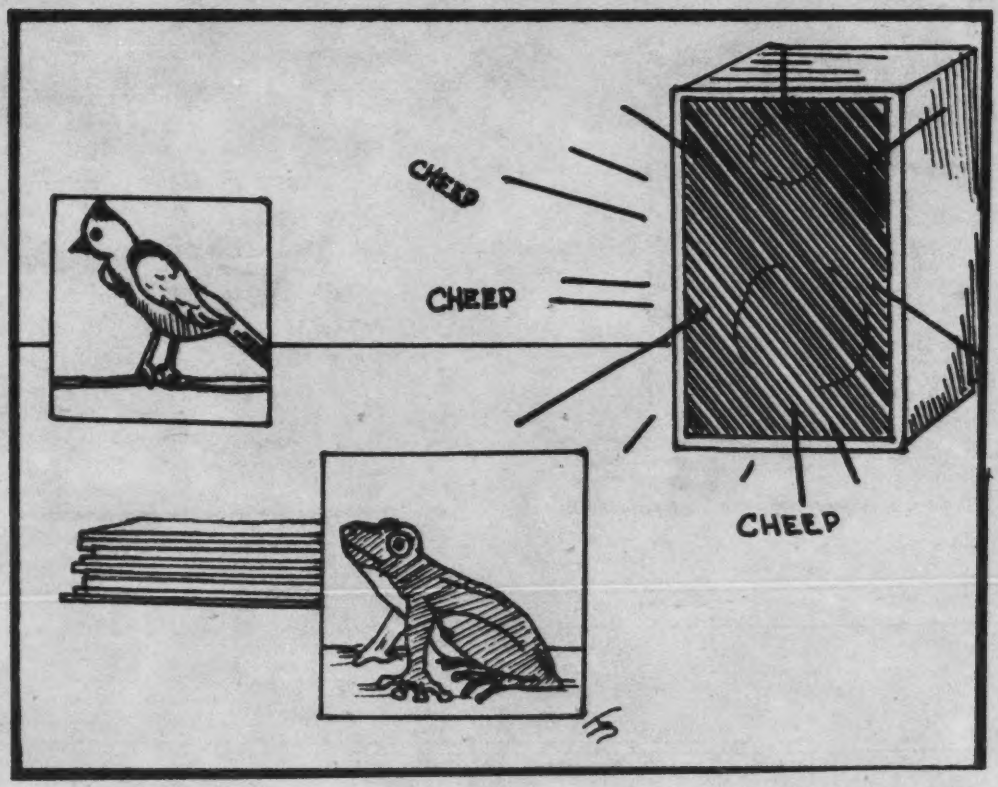
Activity: HIBERNATION

Format: Explain to students that animals such as chipmunks, squirrels, bears, etc. sleep or hibernate during the winter after being active all summer. Have students practice curling in the fetal position, as a ball, as animals do for the winter, and be very still and breathe deeply. At the end of an active game or other activity, assemble the group, whisper that it is "hibernation time" for the next 5 minutes. Students should relax, curl into a ball, and breathe deeply for 5 minutes. When time is up, announce that it is "spring" and have students slowly stretch out of the ball and stand up.

Activity: SHAKE-A-SOUND

Format: Take several film containers and fill half way with small items students can find on trail or in yard (sand, stones, sticks, water), have students identify object by shaking container.

Activity: SOUND BINGO (CLASSROOM OR OUTDOORS)



Format: Prepare a lotto with pictures of animals found in the neighborhood (squirrels, dogs, cats, birds, mice, etc.). Teacher makes sound or plays a recording of sound, students mark those sounds heard.

Variations: do simple sounds first, starting with only 2 items; make sure student experiences sound; first use school noises, body noises, monster noises, lack of noise

Activity: KEEP AMERICA BEAUTIFUL

Format:
1. discuss with students the concept of waste and litter in our environment
2. give each student a garbage bag
3. go on a litter hike; pick up all litter and trash and put it in the garbage bags
4. after the hike, examine the different varieties of litter and discuss where they came from
5. as a group decide whether or not litter is a problem in our environment; what can be done to discourage littering; what can each student do when they see trash and litter where it does not belong

Variations: A. have students plan a school clean-up

B. place different types of litter (some biodegradable, some not) in an area outside; over a period of time record the changes in the litter and in the area that take place; discuss the changes

C. in a natural area scatter some litter; place a garbage can in one corner of the area; have students identify the litter, pick up the litter and place the litter in the garbage can

Activity: WHAT'S GONE

Format: 1. each student must find a natural object (leaf, flower, feather, stone, etc.)

2. collect all objects and place them in one spot (on a tree stump, large rock, ground, etc.)

3. have the students look carefully at the display

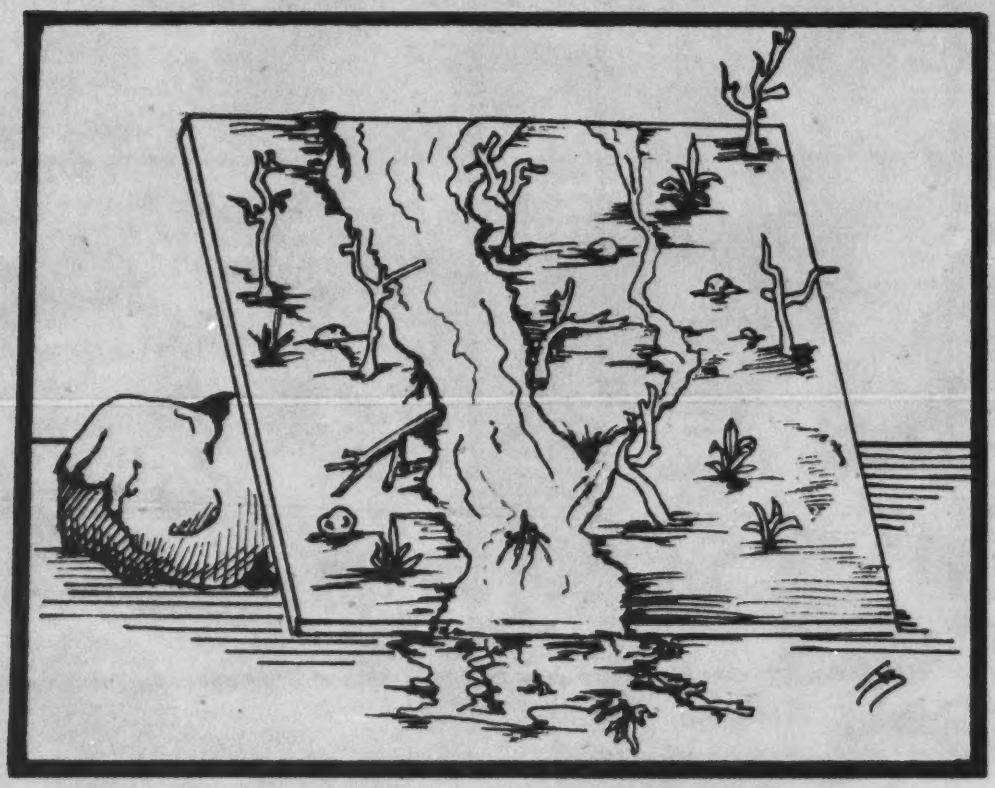
4. instruct them to close their eyes as one or more object(s) is removed

5. students must open their eyes and determine which object is missing

Variations: A. as the students determine which object is missing, they must identify the object by name and explain where it can be found in the natural environment

B. use only two objects of different texture, color, shape and/or sense

Activity: WATER MOVEMENT



Materials/Equipment: sand or soil, containers for sand or soil, rocks, twigs, water, container for water such as watering can, board approximately 3'x1'

Format:

1. elevate the board at one end by putting rocks under it or placing it on a slope; elevate the board 4-6 inches
2. collect sand or soil in hands or in containers
3. place the sand or soil on the board; this is to signify the land
4. collect twigs, rocks and small plants
5. plant twigs, rocks and plants in the sand or soil; these will signify trees, hills/mountains and plant life
6. sprinkle water over the sand
7. discuss what happened
8. pour water over the soil, pouring from the elevated end of the board so the water forms a river
9. discuss what happened
10. remove the twigs, rocks and plants
11. pour water over the soil, again pouring from the elevated end
12. discuss what happened
13. pour larger amounts of water
14. discuss what happened
15. discuss the concept of water movement; how does flooding effect the land; how do rivers and streams effect the land

Variations:

A. increase and decrease the level of elevation; discuss the effects

B. go to a natural area and study the effects of erosion

(from Project Explore)

Activity: NATURE PHOTOGRAPHY

Materials/Equipment: self-developing camera, self-developing film

Format:
1. in a natural area give students ten minutes for each to find an object which they think is interesting, unusual, pretty, etc.
2. ask students to bring their objects and sit together in a circle
3. introduce students to photography; familiarize them with the camera and how to operate the camera
4. give students the opportunity to take a picture of their object(s)
5. examine objects and photographs; ask questions to stimulate observation thinking; for example, how does the object feel? how does the picture feel? does the object in the picture look like it is, rough/smooth, etc.?

6. put all objects and pictures in the middle of the circle

7. one at a time, ask students to match one (or more) object(s) with the corresponding picture(s)

Variations: A. photographs sequence of a nature hike

B. photographic sequence of a tree as it changes throughout the seasons

Activity: FOUR-FINGERS

Format: Tape the students thumbs to their palms; most animals do not have useful thumbs; proceed with a hike, or a meal; touching, passing, holding, without use of them.

Activity: LOG TOSS (AN ORIGINAL GAME BY L. B. SHARP)

Format: The log toss game was originated as a method of moving firewood logs from where they were cut to campsites. It developed into a game of skill in which each player attempts to make a direct hit upon the log of the leading player. Player number one starts by tossing his log with an underhand motion. He attempts to toss his log in a place which will make it difficult for the opposing players to hit his log. The other players follow in turn and try to hit player number one's log.

When all the players have had a chance to toss, player number two tosses his log out and the game continues in a similar manner. (The size of the log is about 14" long and 4-5" in diameter. Vary log sizes depending on player size/strength.)

Activity: LEAF PUZZLE

Format: Use a large leaf as a puzzle. Have one missing part to be supplied. Have entire leaf torn up to be reconstructed. Mix pieces from 2 or more leaves.

Activity: **ANIMAL MOVEMENTS** (Environmental Education Guide, Physical Education K-6, Project I.C.E., pp. 17-18)

Format: 1. question the children about the ways animals move

2. direct them to try and move like:

a. inchworm---bend over until your hands touch the floor in front of you--rest hands and feet--slowly bring your feet up as close as you can to your hands--inch your hands forward

b. crab---squat down and reach back, putting both hands on the floow without sitting down--keeping your body stiff and in a straight line, walk forward, backward and sideways

c. circket---squat and spread kneed--put your arms between your knees--grasp the outside of your ankles with your hands

d. frog---squat down with your hands placed on the floor slightly in front of your feet--jump forward a few feet lighting on your hands and feet at the same time

e. grasshopper---sit down on the floor, legs extended--pick up body with hands and move forward using feet as a lever

The following observe how a variety of animals move. Use hand lens to watch insect movement.

Activity: **PLANT PERSONIFICATION**

Format: Give each student a chance to portray a natural event. For example:

-dog biting mailman
-tree being cut down
-flower being picked
-squirrel gathering acorns
-hawk capturing chipmunk
-beaver chopping tree

Have student continue to act until someone can guess his role and action.

Variation: all be one object and respond to changing events (i.e., tree-windy day, lightening strikes, forest fire, someone carving in them)

Activity: SORT THE BRANCHES

Format: Assemble wood for fire, have students sort wood into different piles by sizes; tinder less than 1/3", kindling more than 1/3", but less than 1", fuel more than 1".

Alternative in Classroom: Cut 5" square cards, cut pictures of tree branches out of magazines, various sizes, paste on cards. Tell students to sort cards according to size.

Activity: SOUND IDENTIFICATION (CLASSROOM OR OUTDOORS)

Format: Have students sit quietly in a circle, facing outward, eyes closed or blindfolded. After 2 or 3 minutes, compile a list on the board or a chart of paper of all the sounds that they heard. (car, truck, chair moving, wind, bird, voices, etc.)

Suggestions: when blindfolding, make sure the blindfold is comfortable; talk about fears before blindfolding

THEMES

INTRODUCTION

The "Theme Approach" to outdoor education can offer many benefits. Enthusiasm can be created among both the students and planner when a particular theme is used. Themes offer continuous learning activities which lead to a greater understanding of the particular area chosen. Themes can be extended over a one day period in the classroom or over a week long outdoor education program at the outdoor center. Theme areas can be as general as the following:

-PLANT LIFE
-ANIMAL LIFE
-ENVIRONMENTAL AWARENESS
-PIONEER LIFE
-AMERICAN INDIAN LIFE

Or as specific as the themes listed below:

-TREES
-WATER
-ROCKS
-WILDFLOWERS
-STARS

EXAMPLE THEME APPROACHES

1. a. Chosen Theme Area: PLANT LIFE

   b. General Goals For The Class: To increase motor skills, communication skills, social skills, and learning skills.

   c. Length of Theme: This theme (PLANT LIFE) will be implemented on Monday thru Friday for one school week; at least one and one-half hours each day.

   d. Location of Theme: The theme on PLANT LIFE will be implemented in the classroom, on the playground, at the open field area across from the school, and at the city park.

   Theme Format

   -Monday: From 1:30 p.m. to 3:00 p.m. the following activities were conducted in the classroom (refer to previous section for description of activities)

PLANT PERSONIFICATION
NATURE ARTISTS (only plants used for drawing)
WHAT'S IN THERE (use only plant parts in the box)

These activities were followed by a discussion about plants.

-Tuesday/Wednesday: From 1:30 p.m. to 3:00 p.m. the following activities were conducted at the open field across from the school:

NATURE LOTTO (using only plants)
TWIG MATCH
LEAF CRAYON RUB (see Nature Arts part of Technique Section)
SPLATTER PRINTS (see Nature Arts part of Technique Section)
BRANCH MOBILES (see Nature Arts part of Technique Section)

-Thursday: From 2:00 p.m. to 3:00 p.m. a discussion about plants occured answering the following questions:

What are plants?
How do they eat?
What color(s) are they?
Can you eat them?

-Friday: From 2:00 p.m. to 3:00 p.m. the class went to the City Park and did a QUADRANT STUDY (see Section I) in groups of three. The following Monday morning each group reported on their findings.

2. a. Chosen Theme Area: Trees

b. General goals for the clients: to increase the development of sensory awareness and general ecology concepts.

c. Length of Theme: The theme (TREES) will be implemented on Monday from (9:00 a.m. - 2:30 p.m.)

d. Location of Theme: This theme on TREES will be implemented at the outdoor education center (lunches will be brought by children).

Theme Format

*9:00 a.m.-10:00 a.m.: children will see a movie on trees (cartoon).

*10:15 a.m.-11:45 a.m.: children will participate in the following activities:

WHATS IN THERE (tree parts only)
ROOTS (see Awareness Part of Technique Section)
SAP SMELL (see Sensory Hike in Technique Section)
APARTMENT COMPLEX (see Section I)

*12:00 Noon: Lunch (discussion (informally), about trees, their parts, types, leave shapes, colors, etc.).

*1:00 p.m.-2:30 p.m.: children will participate in the following activities:

ADOPT-A-TREE (see Section I) (this activity takes at least an hour)
LOG TOSS (see Section I)

SECTION II

SOME TECHNIQUES

1. HIKES
2. AWARENESS ACTIVITIES, NATURE ARTS
3. SONGS, STORIES, DRAMATICS
4. SPECIAL EVENTS, EVENING PROGRAMS
5. ADVENTURE ACTIVITIES

INTRODUCTION

This section consists of various outdoor education and recreation techniques, which have been effective when utilized to enhance the achievement of objectives stated in handicapped student's Individual Education Plan (IEP) and/or Treatment Plan (TPO). These techniques/activities require more expertise from the leader for effective and efficient implementation. Because of this, the leader and participants must adhere to all safety rules and/or precautions for each technique or activity. The leader must try these various sets of activities with fellow staff or teachers before implementing them with students or clients. It is strongly recommended that users of these techniques attend additional workshops and complete additional reading to insure effective use of the activities and safe implementation. Listed below are organizations which offer quality training programs and workshops in the effective and safe use of the techniques/activities provided in this section (please contact them).

-Indiana University's Outdoor Education Center at Bradford Woods, 5040 State Road 67 North, Martinsville, Indiana, 46151 (317-342-2915).

-The Pretty Lake Adventure Centre, 9310 West R Avenue, Kalamazoo, Michigan, 49009 (616-375-1664).

-Project Adventure, 775 Bay Road, Hamilton, Massachusetts, 01936 (617-468-1766).

*-American Camping Association, Bradford Woods, Martinsville, Indiana 46151 (317-342-8456).

*-Association for Experiential Education, P. O. Box 4625, Denver, Colorado, 80204 (303-837-8633).

-National Outdoor Leadership School, P. O. Box AA, Lander, Wyoming, 82520 (307-332-4381).

-Outward Bound, Inc., 165 West Putnam Avenue, Greenwich, Connecticut, 06830.

-Project USE, Rural Suburban Environments, 336 West Street, Long Branch, N. J., 07740 (201-870-6650).

-Acclimatization Experiences Institute (AEI), Box 288, Warrenville, Illinois, 60555 (312-393-3096).

-New England Handicapped Sportsman's Association, P. O. Box 2150, Boston, Ma., 02106 (617-742-8918).

-Boy Scouts of America, North Brunswick, N. J. 08902.

-Breckenridge Outdoor Adventure Centre, P. O. Box 697, Breckenridge, Colorado, 80424.

-Partners River Program Inc., 1260 West Bayaud, Denver, Colorado, 80223 (303-777-7000).

-Vinland National Center, 3675 Ihduhapi Rd., Loretto, Minnesota, 55357 (612-479-3555 Vocie or TTY).

-Sante Fe Mountain Center, 615 Washington Avenue, Sante Fe, New Mexico, 87501 (505-983-6158).

-Yosemite Institute, Yosemite Campus, P. O. Box 487, Yosemite, California, 95389 (209-372-4441).

-Boston University Human Environment Insitute, Sargeant Camp, RFD #2, Peterborough, N. H., 03458 (603-525-3311).

-Outdoor Leadership Training Seminars, Inc., P. O. Box 20281, Denver, Colorado, 80220 (303-333-7831).

*NOTE:

-The American Camping Association (ACA) offers a variety of services. Some of them include: A list of camps and outdoor centers, covering the entire country (manuals are available for each region of the U. S.); standards for camps, covering facility specifications, staff qualifications, health and safety requirements; a publications catalogue with annotated bibliographies of all materials available; along with a variety of outdoor skills training programs. For more information write to The American Camping Association, Bradford Woods, Martinsville, Indiana, 46151.

-The Association For Experiential Education (AEE) is a network of individuals, schools, and other educational agencies which advocate experience-based teaching and learning. The AEE is a not-for-profit educational organization (since 1977) offering both individual and institutional memberships. AEE sponsors an annual national conference, provides a jobs clearninghouse, and publishes the AEE Journal. The organization also has a special interest group entitled "Handicapped Populations." The group has a goal of developing a network system for sharing personal/professional information, resources, and concerns in the area of experiential education for persons who are disabled. For more information contact the following address: Association for Experiential Education, P. O. Box 4625, Denver, Colorado, 80204.

H
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INTRODUCTION

Hiking with special populations requires a great deal of planning. It is important to abolish the idea that hiking is just a stroll through the woods with the students/clients. Even when a short distance is to be covered; preparation for any problem that may occur is essential. Although the leader may be familiar with the trail to be hiked, the group could encounter unexpected problems. A well planned hike becomes a highly educational and recreational experience versus an uneventful stroll in the out-of-doors.

THINGS TO CONSIDER

a. The Weather: should not be an inhibitor, but common sense dictates that severe weather can effect the distance of the hike as well as the terrain you are hiking in. The experience of hiking in the rain is an excellent one, as is the same experience in wind, snow, or bright sunshine. But, be aware of the possibilities of severe weather, well in advance, such as thunderstorms, high winds, electrical storms, hurricanes, tornado's, etc. Call the local weather service as a standard part of the hike preparation. (Have a student in charge of weather considerations as a part of pre-hike planning.)

b. Clothing: the more comfortable a hiker is the more he will enjoy the hike. Comfortable shoes, ideally tennis shoes or hiking boots should be worn (make sure students in wheelchairs have adequate shoes/boots). Carry or wear the clothes that suit the weather; poncho's in the rain, light cotton clothing in the summer, etc. If there are an abundance of mosquitos in the area, be sure you are protected from them with a good repellent. Mosquitos can cause frustrating problems for persons with limited arm mobility or those hiking in wheelchairs. The sun is also a factor, be sure you are properly protected with visored hats and sun tan protection. On cold days hats are a necessity for all (it is likely that you may have a student/client on a medication called Thorazine. This drug renders the person highly susceptable to sun burn. Take proper precautions. Contact the students doctor for recommendations.)

c. Pre-Hike Exploration: check out the trail you are going to be using before you use it (even if you are familiar with the trail). It must be accessible to your peoples disabilities. Stumps, roots, harsh inclines all are hazards to wheelchairs and other orthopedic devices. The trail should be cleared to a height of 7-8 feet above the ground, to prevent hazardous obstructions at eye level to persons who have visual impairments. Cross-country ski trails are excellent for hiking for this reason. Be sure the length of your hike and the condition of the trail match your peoples needs and abilities (pre-hike the trail the day prior to use if possible).

d. Objectives and Themes: decide in advance why you are hiking. If you plan to use the hike as an interpretive tool, be sure to prepare the people and bring the necessary equipment along. If you are going to hike just for leisure, you might have to entice your people into the woods, i.e., suggest you are going to explore a trail never before uesed. Set the mood for the hike at the beginning, if most people are looking forward to a quiet walk in the woods, a few boisterous ones can win the event. Decide how long the hike will last, determine how far you want to go.

e. Hiking Safety: a first aid kit should be carried for any emergency situations no matter how short the distance to be traveled. Always inform someone of your planned hike route and your time schedule. Always have at least one staff member in the front and one in the back of the group.

For more detailed information check out the following resources:

Colwell, Robert. Introduction to Backpacking. Stackpole, 1970. Available through ACA, Bradford Woods, Martinsville, Indiana, 46151. Cost is $3.95.

Eggert, Richard. Backpack Hiking: The First Few Steps. Stackpole, 1977. Available through ACA, Bradford Woods, Martinsville, Indiana, 46151. Cost is $2.95.

Elman, Robert. The Hiker's Bible. Doubleday, 1973. Available through ACA. Cost is $2.50.

Roberts, Harry. Movin' On: Equipment and Techniques for Winter Hikers. Stonewall Press, 1979. Available through ACA. Cost is $4.95.

Waterman, Laura and Guy. Backwoods Ethics. Stonewall Press, 1979. Available through ACA. Cost is $5.95.

Wilkerson, James (Editor). Medicine for Mountaineering. The Mountaineers, 1979. Available through ACA. Cost is $7.95.

SOME HIKES TO TRY

1. THE SENSORY HIKE

a. While on the sensory hike, have the students touch an exposed area on a tree (pine trees are excellent). The sap will be sticky and have a distinct smell. Ask students to identify the smell (i.e., christmas, pine, etc.).

b. Have students lightly touch the top of fungus, then the bottom; have them explain/describe the difference.

c. Have students close their eyes and smell things that are passed around by the teacher. Each student describes the smell and labels the object as coming from a dead or alive "thing."

d. Take students to places of different ground textures and have them tell when they've entered different areas and what senses told them so (i.e., pavement, grass, sand, gravel, water, hard-packed soil, etc.). (Can use a blindfold or have students close their eyes. See blindfold information in Adventure Area.)

e. Take students to a sunny area on the trail and spend some time. Then proceed to shady area-have students describe/ explain the differences.

2. THE NIGHT HIKE

(Credit Thomas Barham, The Night Hike (unpublished) Martinsville, Indiana, 1980)

Introduction

A night hike can be a magical and exhilerating activity for both the learner and the leader, or it can be a dangerous and unpleasant task in the dark. People are often times unwilling and hesitant to become involved with the outdoors after dark because of a) the world after dark has always been a mysterious and uncomfortable place for most people and b) night hikes are often associated with Boy Scout "snipe hunts," the purpose of which is to scare the participant by leaving them alone and stranded in the dark. Because of these problems, students miss what is one-half of the outdoor experience; night hike. The following information will assist the leader in providing safe and effective night experiences.

Objectives of the Night Hike

1. To encourage students to use all of their senses more fully. At night, one's senses of touch, hearing and smell are heightened because of the loss of visability. The student begins to use these other senses more fully.

2. To create a sense of magic in the student. The nighttime can be facinating if presented properly. There is increased animal activity thus increasing the chance for student contact with them.

3. To relieve a student's fear of the outdoors at night. If a student has a successful night experience, he or she will be more prone to take more night hikes, feeling more at home in the night environment.

Steps to an Effective Night Hike

1. The smaller the group, the better the experience. Keep your staff to a student ratio close to 1:2 or 1:3 (never lead a night hike by yourself; two leaders is the minimum requirement).

2. Only the leaders should have flashlights (for safety purposes only). Extra light from a flashlight will scare away animals. Always have a leader in front and a leader in back of the group.

3. Make sure students are properly dressed. Dress appropriately for the season. Use mosquito protection.

4. The leader should talk in a quiet voice, helping students to quiet down.

5. Do not leave until the group is in a proper mood. The group must be quiet for the hike to be effective.

6. Deal with staff and student fears before leaving. Don't ignore or downgrade any expressed fears; deal with them immediately. Explain any fearful situations that may arise. If the group stays close together it helps to alleviate fear. Make sure people express their fears and they will find that others have the same skepticisms.

Activities

Indian Sneak

1. Get the group into a circle; people should be about six feet apart.

2. Select one volunteer and have them go to the middle of the circle. Have this person close their eyes. (The people in the circle should be about fifteen yards from the volunteer in the middle.)

3. The leader points to someone in the circle; that person tries to sneak up on the volunteer in the middle.

4. If the volunteer in the middle hears them coming and points to them before getting touched, the person (sneaker) goes back to the circle and the volunteer stays in the middle.

5. If the sneaker does make it to the volunteer before he/she points at them, then the sneaker becomes the volunteer and the volunteer goes to the circle.

NOTE: If you have people who are in wheelchairs then you can have the whole group on the ground (take the people out of their wheelchairs) and they can sneak up on the volunteer by creeping or crawling.

Night Running

Especially good on a very dark night. Have the group jog for a few yards. Ask them how they felt. This is an eerie experience. One feels almost weightless and is quite cautious about really running hard. (Make sure your group is mature enough for this one.)

Sound Inventory

For this the group should stand absolutely quiet for two minutes. For each sound they hear, they should raise a finger in the air. After this, ask them what they heard. Once one really begins to listen to the night environment, one enters a whole new world. Any sound becomes louder than normal, and what are usually "background" sounds become more apparent. It seems that when one concentrates a great deal on the use of any one sense, it is at the expense of others (for example, closing our eyes to "hear better"). Ask students which of the senses they value most.

The Match Game

This exercise should be done only after the group has been out for a while. Have the group gather around you. Then light a match and make some pattern with the light (circles, lines). Extinguish the flame (the match should be lit for only a second or two). Have the students

close their eyes. They will probably "see" the image of light from the match with their eyes closed. This has never failed to excite a group, so expect to do this three or four times. Incidently, this activity can be done anywhere on a hike, thus, try to use this activity on the way from one place to another. Don't go 100-200 yards without doing or saying something regarding the night. This keeps the sense of magic and excitement going inside the kids. If this is not done, the hike loses its impact and pretty soon its audience. Keep several of these "in between places" activities in reserve during the hikes.

Back to the "match game." Ask the group why this phenomenon took place. This has to do with one's adjusting to the night. In a lighted room, the pupils of one's eyes don't have to "work" that hard gathering enough light to see, and so are not that large. The situation changes upon going outside at night. The small pupils, adequate on the inside, are not able to gather enough light to see. They must enlarge to take in more light, which takes time (explaining one's original disorientation going out at night). Thus, when the match is lit, the pupils, which by this time have become very large, become flooded with light, leaving an after-image in one's mind. NOTE: The darker the location, the better the result.

Squeeze Communication (great on first dates) (Tom Barham)

Have your group form a single line and hold hands with the person in front of them. Now have everyone close their eyes. The activity leader then takes the hand of the person at the front of the line and begins leading the entire group through the woods. The leader should be careful not to lead the group through dangerous areas, although the activity should not be void to varying degrees of difficulty so participants experience the "need" for good communication. While being led, the participant at the head of the line, not the activity leader, must communicate any situations (e.g, log in the trail, a low-hanging limb, etc.) which could inhibit the following persons' mobility. The trick is that there can be NO verbal communication. Instead a predetermined code of hand-squeezes (to be determined by the group) will be used to convey information all along the line.

The purpose of this activity include: a) facilitating intensified use of the human senses (e.g., audio cues to determine height and distance of a step, using sense of smell, pressure and air temperature on the skin, and interpreting vibration of feet contacting ground to determine location and position of the body), and b) encourage concern for others through non-verbal communication.

The terrain and degree of desired difficulty will flucuate according to location, age group, and previous outdoor experience of group. Do not be over-concerned with selection of difficult terrain since even the easiest terrains take on a sense of difficulty when traversed with eyes closed after dark.

After the group has walked some distance, stop and have them look back where they have been. Many times short distances seem very long and participants may articulate a sense of disorientation. Ask other questions, such as: did you trust your neighbor to lead you safely? how did you feel about being responsible for the safety of another person? did you feel "out-of-control: of the situation? and was that feeling uncomfortable to you? Also the leader should articulate his/her feelings.

Sense-N-Guess (Tom Barham)

The purpose of this activity is to experience a "common" natural object(s) strictly through sensory "observation" and then describe that object to others to see if they can guess what it is. Have each person in your group find an object in the dark. It can be anything; an acorn, twig, stone, moss, grapevine, seed, tree, etc. Take a few minutes to let each person "experience" or become familiar with the object through use of all their senses, except light (sight could be used with foxfire, glow worms, fireflies, etc.).

Now ask someone in the group if they would like to describe their object (have everyone hold onto their object or remember where it is located) to the remainder of the group. The object may be described ONLY in terms of the sensory effects it has on the person describing it. For example, the person might say "it is about twelve inches high, the stem is square and fuzzy, it tastes sort of bitter, it smells musky, and has a scratchy sound when pulled across clothing." Based on this information, the remaining group members must attempt to guess what the object is. After it has been guessed, go to someone else.

This is a very successful activity with all age groups. After a few trys adults become as fascinated or as challenged as do younger people. The group leader may need to initiate participation by asking questions about the first person's object.

The activity requires no equipment (except blindfolds, if it is to be done during daytime) and may be adapted and utilized to fit a wide range of populations and/or environments. It is adaptable to any outdoor area, the city, even the

classroom, depending on individual creativity. Scale it down to mini-environments, such as the hollow of a tree, an animal den, etc. It also serves as a good follow-up to instructional outdoor educayional or interpretative sessions. The greatest impact on participants in this activity will be their awareness of their "unawareness" of objects they felt were previously familiar with. "Things" take on a new light when they can't be seen.

SOME ADDITIONAL EDUCATIONAL HIKES INCLUDE:

Rain Hike - - - in the rain, through puddles

Swamp Hike - - through a swamp or marsh area

Winter Hike - - looking for tracks, snow sculpture, tree silhouettes

Color Hike - - searching for certain colors or number of colors

Sound Hike - - cataloging the number of different sounds heard on a hike

Smell Hike - - identify as many smells as possible

Inch Hike - - - gather natural objects that will fit into 1" square, attach (make sure items are dead and do not take more than one or two items from each area)

Craft Hike - - take photo's on hike - make collage when you return

SUGGESTED READINGS

Berrill, Jacquelin. Wonders of the Field and Pond at Night. Dodd, Mead, and Company, New York, 1962.

Berrill, Jacquelin. Wonders of the Woods and Desert at Night. Dodd, Mead, and Company, New York, 1963.

Brown, Vinson. Knowing the Outdoors in the Dark. Stackpole Books, Harrisburg, Pa., 1972.

Pettit, Ted. Wildlife at Night. G. P. Putnam's Sons, New York, 1976.

Sterling, Dorothy. Creatures of the Night. Doubleday and Co., Inc., Garden City, New York, 1976.

AWARENESS ACTIVITIES

AND

NATURE ARTS

AWARENESS ACTIVITIES

INTRODUCTION

Included in this section are activities/experiences which can be utilized to develop awareness or a sense of relationship between the participants and the natural world. Both the reader and learner through both feelings and understanding will become more aware of their personal "closeness" with the world around them. The out-of-doors provides an unlimited laboratory for the development of sensory awareness; a common goal for all students who are disabled/handicapped. The development of sensory awareness is the most adaptable teaching technique in outdoor education; as it offers something for everyone no matter what their handicapping condition may consist of. Try some of the following experiences.

Roots

Have the students lie down (face up) around a tree like spokes on a wheel; feet to the trunk; arms and hands under the leaf cover on the ground. First have the participants tell whether the ground is hard/soft, hot/cold, wet/dry, etc. Then tell them to dig their fingers into the soil as far as possible. Explain that they are like the "roots" of this tree and continue if appropriate to explain what the functions of roots are. This is a good activity for getting students out of their wheelchairs and onto the ground.

Block of Soil

Dig a cubic foot or so of soil from a forest or lawn area. Place it in the center of the students. Identify certain areas to put the various size objects found in the block (i.e., twigs, sand, dirt, living things, leaves, etc.). Have the students slowly take apart the block and sort the items to have for this activity. Again, get students who use wheelchairs out of their chair for this activity.

Framing a Part of the World

You can use cupped hands, a clothes hanger, or a hoola hoop for this activity. Frame a part of the ground with your object. Have the students look closely at the inside of their "frame." Ask what is the dominant object in their frame? Largest? Smallest? Anything living? Can they draw their picture?

Getting the Clue

Use a sheet of paper or cloth with a hole in the middle. Show the edge of a natural object (i.e., leaf, twig, flower, etc.); gradually showing a little more of the object at a time until the student can guess what it is. You can make the hole as big as you want and use objects as big as you want; making the activity simple or visa versa.

Beautiful Trash

Have students break into groups and collect trash of all kinds in a certain area. Bring groups back together and pile up trash in one area. Have students create an art form from the trash (i.e., sculpture, etc.). Then sack up the garbage and dispose of properly. If appropriate, explain the benefits of a composte pile, which pieces of garbage can be recycled, which take longer to decompose, etc.

For Additional Awareness Activities check out the following:

Cornell, Joseph. Sharing Nature With Children. Ananda Publications, 1979. Available through American Camping Association, Bradford Woods, Martinsville, Indiana, 46151. Cost is $4.95.

Gardner, John. A Book of Nature Activities. Interstate Printers and Publishers, 1967. Available through ACA. Cost is $1.00.

Hart, John and Turner, Jessie. Self Earth Ethic: Levels 1, 2, 3, and 4. Interstate Printers and Publishers. Available through ACA. Levels 1 and 2, Cost is $3.50 and Levels 3 and 4, Cost is $4.95.

Van Matre, Steve. Acclimatization: A Sensory Approach and Conceptual Approach to Ecological Involvement. ACA, 1972. Cost is $4.50.

Van Matre, Steve. Acclimatizing: A Personal and Reflective Approach to a Natural Relationship. ACA, 1974. Cost is 1.50.

Van Matre, Steve. Sunship Earth. ACA, 1979. Cost is $9.95.

NATURE ARTS

(Credit Nature Arts and Crafts (unpublished) by Marguita Manley, Indiana State University, 1979)

INTRODUCTION

Nature Arts is usually considered synonmous with nature crafts but there is a distinction. Nature arts suggests the importance of individual selection, design and variation---the process of creating a personalized, finished product. Nature crafts, on the other hand, represents fixed projects; therefore, the word Nature Arts is used in this guide, as it fits more closely with the philosophy exemplified in this publication.

Art expression is extremely important in the development of all persons. In addition to expression of inner feelings, art expression also indicates awareness of one's environment. Through art, environmental and self-awareness can be enhanced. New perceptual, informational, and emotional learnings can occur through the conscious manipulation of materials. Nature arts have importance far beyond the time-filling act of duplicating a pre-designed project.

The following conditions represent ideal characteristics of nature arts programs:

1. The materials are selected from the immediate natural environment; use as few man-made materials as possible. Work in a natural setting if possible. (NOTE: Make sure materials are non-living. Don't over-use an area)

   This should increase awareness of the general environment and of specific items commonly found in that environment. More is learned by direct experience with actual, concreate natural materials than drawing or using man-made materials used to represent nature. Describe the differences of natural environments from man-made environments; use all your senses.

2. The learner has the opportunity to select, collect, or prepare natural materials for use.

   Teach how to "see" and find suitable materials, where they are likely to be found and why. Stress conservation and identify nature's recycling, renewal systems.

3. The project allows for individual creativity; variations are encouraged and do not occur as mere accidents due to skill levels. The finished items should be personal and unique rather than inexact duplicates.

4. The process is as important as the product--sometimes more important.

   Many sessions should emphasize experimentation and experimental learning. Examine natural items for characteristics of flexibility, texture, weight, color, density, size, shape, etc. Emphasize what can be done with the materials rather than what must be done.

5. The process and project should meet the needs of the learner, help him grow. They should be within his range of capability, different from past experiences, and present a challenge to his current level of development.

   Time-fillers are killers; they deaden the desire to be aware of one's life and actions.

6. Nature arts should be integrated with other areas of the learner's life experiences.

   Decorative art is important, but opportunities should be available for continued functional use of the finished items. Centerpieces add to shared enjoyment of meals; placemats and place cards strengthen a sense of belongingness at meals; toys and games provide recreation; utensils, furniture, and campcraft construction add comfort to camp living; puppets and costumes can be used in drama sessions; academic skills in math, language arts, science, even social studies can occur during the construction of arts and crafts. Activities should be selected with recognition of the learner's whole experience rather than in fragmented, piecemeal fashion.

7. Good teaching principles continue to apply: plan the activities and specify your objectives (even for "spontaneous" activities to occur on outings); prepare materials, settings in advance; present instructions effectively through demonstration, emphasizing short, sequential steps; prime your learners with motivational reasons for participating in the activity with questions, comments, samples, etc.; provide assistance only when necessary to facilitate success; praise and recognize individual effort as well as accomplishment; preserve your results, observations, and needed changes through written evaluations.

SAMPLE ACTIVITIES

1. Sand Painting - drip glue on paper, sprinkle with sand, let dry and blow off excess sand

2. Sand Candles - make indentation in sand, wrap wick around a stick that was collected on a hike, place wick in hole, slowly pour wax around wick, let harden, remove candle by digging around wax

3. Birch Log - scenery, collect birch branches that are soft, collect materials to be placed on log, arrange and glue to log, spray with lacquer

4. Nature Weavings - construct wood frame, wrap with string, weave grasses/reeds on frame, decorate with leaves and needles

5. Natural Dyes - onion skins, beets, blueberries, marigolds

6. Nature Mobiles - using a tree branch and adding various nature materials collected from a hike, i.e., stones, seeds, leaves

7. Collect fossil stones, set in box top lined with sand, pour plaster of paris over this, turn out and wash off sand

8. Make a picture using birch bark, mosses, leaves; combine with water colors

9. Collect plant skeletons, fungi, acorns; arrange and glue to plywood, spray with lacquer to preserve, hand on wall

10. Spatter prints of leaf or flower collection

11. Print with a brayer and block ink using wrong side of leaf; place paper over leaf and press down, peel off leaf

12. Leaf and flower collections. iron between wax paper

13. Plaster casts of bird/animal tracks

14. Make willow or basswood whistle, collect materials on a hike

15. Snow Printing - jar of tempra paint, shake paint into snow in the form of a picture, can be a giant class mural

16. Make clay from clay soil or from dirt; flour paste mixture

17. Nature Notebook - press various flowers/weeds arrange on rice paper and glue; cover with contact paper, use as the front of a birthday card

18. Spider Webs - look for an orb-spider's web, spray web with white spray enamel, hold a piece of construction paper to the web and cut lines holding web to plants

19. Sand Casting - make wood frame, fill with wet sand; use materials collected on a hike to make indentations in the sand, fill with plaster of paris, let dry one hour then turn casting up to dry for twenty four hours, brush off sand

20. Grass Dolls - cut grass ten inches long, fold in half and tie with string placed two inches below fold; decorate doll with materials collected on hike

21. Walnut Shell People - decorate top of walnut shell with pebbles for eyes, etc.; glue walnut to a stick and tie on arms; can be used for puppets in a play

22. Wood Shavings/Pine Needles - arrange as display/pattern and glue to wood, spray with lacquer

23. Resin Flowers - collect leaves, mix resin with hardener, brush mixture on backs of leaves; let dry and peel off leaf from resin cast

24. Collect trash, bottles, cans along trail in woods; create vases out of bottles/cans by taping with overlapping masking tape squares and polish with shoe polish

How to Preserve Leaves

On a flat padded surface or ironing board, lay a freshly pressed leaf, (pressed 5-10 days). Over the leaf place a piece of waxed paper. On top of the waxed paper put a piece of aluminum foil. Over the foil place a small dish towel. Turn up your iron to approximately 3/4 full heat and iron over the towel gently back and forth for 1-2 minutes. The leaf is properly preserved when it has a waxy appearance to it. Allow leaf to cool, cover with saran wrap or contact paper.

How to Make a Leaf Press

Cut two pieces of masonite 12"x16". Nail two 3/4" square strips of wood, two inches in from the outside edge of the masonite with finishing nails. Do this to both pieces of masonite panels. Between the two panels, put alternating pieces of newspaper and cardboard. The leaves will be put between the folds of newspaper. Use canvas straps or nylon line to bind the panels tightly when in use. The newspaper should be changed every few days until the leaves are dried.

Leaves and Flowers of Resin

Use fresh or dried flowers/leaves. Use equal parts of Fitz-E Sculpting Resin and Fitz-E Extra Clear Casting Resin with three drops of hardener to one heaping teaspoon of each resin. Brush or apply mixture with a spatula to the backs of the leaves/flowers. Leaves can be peeled off, leaving a casting or the leaf can be left in the resin. (Apply several layers to the leaf or flower)

RESOURCES

Resources seem to come in 3 basic kinds:

1. General books on nature art and craft activities (how to do it types).

2. General resources in special education that identify and explain characteristics of various handicapping conditions.

3. Project materials which attempt to identify specific activities to meet the needs of persons with particular handicapping conditions.

NATURE ART REFERENCES

Cutler, Katherine N. From Petals to Pinecones: A Nature Art and Craft Book. Lothrop, Lee and Shepard Co., N. Y., 1969, 128 pp.

Ok. Uses items from nature. Readable by upper elementary. Standard projects with illustrations. Index. Mostly uses dried plants, seeds, driftwood. Best section: Collecting for nature craft projects.

Fiarotta, Phyllis and Fiarotta, Noel. Snips and Snails & Walnut Whales. Workman Publishing Company, 231 East 51st Street, New York, New York, 10022, 1975, 384 pp.

Good! Uses nature items for unusual project ideas. Written at intermediate level-large type, short clear instructions, illustration. Includes explanation notes for concept and fact learning. Designed for use by parents with their children. Example projects: daisy chains, flower decoupage, fern in a candle, placemats, bird feeder, acorn grapes, Indian pebble game, shell flowers, eatable crafts.

Hawkinson, John. Collect, Print and Paint from Nature. Albert Whitman and Company, Chicago, 1963, 40 pp. and More to Collect and Paint from Nature, 1964, 40 pp.

Uses bamboo brush with broad strokes and brush placemats to quickly make representation of nature items and animals.

Linsley, Leslie. Wildcrafts. Doubleday, 1977, 192 pp.

Over 100 contemporary craft projects from natural materials--four categories: woodland floor, garden, field, sea. Illustrated with photographs. Instructions clear, detailed. List of sources for supplies included.

Marzallo. Supertots. Harper-Colophen Books, 1978.

Musselman, Virginia W. Learning About Nature Through Crafts. Harrisburg, Pa.: Stackpole Books, 1969.

Very good in interpreting the natural environment-where to find materials, interrelationships of materials, folk and Indian uses.

Newman, Thelma R., Hartley, Jay and Scott, Lee. Paper As Art and Craft. New York: Crown Publishers, Inc., 1974.

Norbeck, Oscar E. Authentic Indian Life Craft. North Plainfield, N. J.: Galloway Corporation, 1974.

Peck, Ruth L. Art Lessons That Teach Children About Their Natural Environment. Parker Publishing Company, West Nyack, N. Y., 1973, 282 pp.

Ideas, projects, adaptations of ideas--objectives and concepts. But-superficial, uses store materials to represent the outdoors. Perhaps OK as follow-up of an actual outdoor experience. Definitely not naturecraft. Categories: people, animals, bugs, trees & plants, rocks and stones, city, country and suburbs, flying things, weather, air and wind, animals of the sea, water plants, oceans, rivers and lakes, shells and sand, earth, sun, moon, stars, plants and space. (Primary grades)

Robertson, Seonaid. Using Natural Materials. New York, N. Y.: Van Nostrand Reinhold Co., 1974.

Stinson, Thelma. Native 'N Creative. United Methodist Church, 1957, 31 pp.

Suggestions for craft activities while hiking and on outings using only a pocket knife, twine or other simple tools.

Van Rensselar, Eleanor. New Decorations With Pods, Cones and Leaves. Princeton, N. J.: Van Nostrand Co., 1966.

SELECTING NATURE CRAFT ACTIVITIES TO MEET SPECIFIC NEEDS

DISABILITY: Mentally Handicapped

RECOMMENDED ACTIVITY (NEEDS)	VALUES	NATURE CRAFT ADAPTATION
Puppets	Identify sense of self, roles	Bark plaque faces & figures
Mosaics, Sand Casts	Tactile sensitivity	-Sandcasts with nature items (rocks, seeds, bark, shells, etc.) -Plaster casts of animal tracks (or human tracks-handprint, footprint)
Weaving (simple)	Manipulative skill	-Cattail placemats on raffia or yarn wrap -Corn husk mat coasters
Jewelry	Manipulative skill (Extenstion of self)	-Clay beads rolled into balls -Seed necklaces-squash is good or pumpkin -Cut "dinosourgrass" (horsetails) into sections and string like macaroni -Rocks with holes or crinoids make good centerpiece necklaces -Cut sticks of various diameters into sections, drill holes, string, add hickory bark pieces -Glue nature items to cheap ring forms -Wood section belts

DISABILITY: Orthopedically Impaired, Neurologically Handicapped

RECOMMENDED ACTIVITY (NEEDS)	VALUES	NATURECRAFT ADAPTATION
Large size materials tactual character collages, arrangements	Couple touch with simple visual arrangement	-Nature plaques, pictures and mosaics
Light materials on dark backgrounds: collages, drawings	To distinguish figures from ground	-Collages of white or light color seeds on dark bark backgrounds -"Draw" with soft sandstone rocks which leave a light streak on black construction paper -White-spray spider webs caught on black or dark backgrounds -Dark spatter prints on white paper -White ink for direct leaf print on dark background -Sun prints resulting in light image on blue or black background -Mud "finger paints" to expose a white figure line

DISABILITY: Visually Impaired

RECOMMENDED ACTIVITY (NEEDS)	VALUES	NATURECRAFT ADAPTATION
Draw as well as model "Lines can move and produce shape"	Develop visual concepts of space-time factors: motion and form	-Twig collages on bark or smooth rock surfaces-form lines, angles, shapes -Collages to recreate familiar representations of figures: people, animals, birch trees
Identify and verbally describe forms and textures: collages, prints Mosaics Sculpture	Develop meanings, relation-ships among items	-Scale models-dioramas of environments or texture expressions -Nut/seed/pine cone figurines -Prints of solid nature objects in stiff clay or playdough -Plaster casts of clay casts and imprints--later reidentification of the objects -Twig prints to reproduce a specific pattern--vertical, horizontal, angle -Cattail weaving -Flower pressing--use dry mount press to laminate for bookmarks, placemats (thinner than contact paper) -Shell mobiles/chimes -Pebble hot plates (texture, size, shape) -Lummi sticks

DISABILITY: Auditory Impairment

RECOMMENDED ACTIVITY (NEEDS)	VALUES	NATURECRAFT ADAPTATIONS
3-dimensional activity: modeling, carving	Integration of spatial elements, wholeness of image and experience	-Whittling, wood carving simple shapes from pine, basswood whammy doodles -Pine cone, seed, nut sculptures and figures, pebble people -Rock painting paper weights -Construct simple camp utensils; broom, tripod, lashed tables, splitlog furniture -Lummi sticks

SONGS

STORIES

DRAMATICS

INTRODUCTION

Singing can be an effective and enjoyable segment of an outdoor program. Students should sing because they enjoy it. That enjoyable experience is set up by the leader. Waiting for meals, mealtimes, before, inbetween, and after evening programs, and while performing routine tasks (i.e., hiking, resting, doing craftwork, etc.) are all excellent times for songs. As a leader, announce the song clearly, be sure your on the right key, give a clear rendition of the song the first time, go back over the song having group follow phrase by phrase, and be enthusiastic. Action songs have been very effective for teaching persons with disabilities/handicaps new skills. Some suggestions include: start with simple songs, be repetitive, shorten/simplify songs if necessary and utilize students as leaders.

Stories and drama can put magic into the outdoor program. They supply a structured chance to communicate the happenings of the day along with exercising imagination and creativity for self-expression. Both contribute as a tool for developing socialization skills. The campfire setting is an ideal place for songs, stories and creative drama.

SONGS

Academic Song

This Old Man

This Old Man, he played one, he played nick-nack on my drum; nick-nack paddy wack, give a dog a bone, this old man came rolling home. (Hold up number of fingers that are to be sung about before each verse.)

Similar: Six Little Ducks

Self-Help Song

Body Song

This is the way we smell and breath, (point to parts of body)
smell and breathe, smell and breathe
This is the way we smell and breathe
So early in the morning
Verses:

eyes-see and read	hands-catch and hold
mouth-talk and eat	feet-step and kick
legs-run and walk	ears-listen and hear
arms-lift and reach	fingers-hold and write

Variation: ADL (e.g., eat our lunch, wash our face, tie our shoes)

Similar: Thumbkin

Communication Song

When You're Happy

When you're happy
When you're happy
The whole world smiles at you
And when your smilin'
And when your smilin'
The sun comes shining through
But when you're frowing
You bring on the rain
So stop that frowning
Be happy again
Cause when your smiling
When you're smiling
The whole world smiles with you

Activity: Little Rabbit Foo Foo

Format: This activity is a combination of song, skit and drama, offering participation by the audience. The director/narrator of the show first teaches the audience their part, the following two verses:

Verse I	Verse II
Little Rabbit Foo Foo running through the forest picking up the field mice and popping them on the head	Little Rabbit Foo Foo I don't want to see you picking up the field mice and popping them on the head

The narrator then appoints 3 field mice, 1 rabbit foo foo and 1 good fairy. The props (trees, rock, brook) are set in the center of the stage area. Good fairy is placed in a high place at the back of the "forest", field mice in one side of forest, rabbit in other.

Act I - audience sings Verse I, rabbit performs actions in verse, kills one field mouse, hides in trees. Good fairy comes to reprimand Foo Foo, while audience sings Verse II. Good fairy offers Foo Foo 2 more chances.

Act II - Repeat Act I. Fairy offers one more chance, with a show of anger.

Act III - Repeat Act I, but after audience sings Verse II, the good fairy becomes angry, destroys her forest while chasing Foo Foo, catches him, sprinkles him with fairy dust and turns him into a goon. The Moral: Here Today - Gone Tomarrow.

Creative Variations: a loud babbling brook, trees swaying in the wind, etc. Narrator should reset the scene at the beginning of each act, to keep audience oriented and provide continuity.

Fingerplays

These are ways of introducing to students the creative expression. They are simple and fun.

Where is Thumbkin (sun to the tune of Frere Jacques)

Where is thumbkin, where is thumbkin (thumbs behind back)
Here I am, Here I am (one thumb in front of body, moving to words)
How are you today, Sir (one thumb to the other)
Very fine and thank you (other thumb responds)
Run away, Run away (back behind back)

Verses: thumkin--thumb
pointer--first finger
tall man--second finger
ring man--third finger
pinky--little finger

Other Fingerplays

Eye winker (pointing to left eye)
Tom tinker (pointing to right eye)
Nose smeller (touching nose)
chin chopper, chin, chop, chin chopper chin (touching chin)

Two little houses all closed up tight (clenched fist)
Open up the windows and let in the light (raise forefingers on thumbs to make circle)
10 little finger babies tall and straight (fingers standing tall)
Ready for nursery school at half past eight

There were five little squirrels sitting on a tree (finger standing up)
This little squirrel said, "What do I see?" (pointing to thumb)
This little squirrel said, "I see a gun." (pointing to pointer)
This little squirrel said, "Oh, let's run." (middle finger)
This little squirrel said, "Let's hide in the shade." (ring finger)
This little squirrel said, "I'm not afraid." (little finger)
Then, "Pop!" went the gun (clap the hands)
And they ran, everyone (fingers flutter away)

This is a nest for Mr. Bluebird (cup both hands)
This is a hive for Mrs. Bee (fists together)
This is a hole for Bunny Rabbit (fingers)
And this is a house for me (finger tips together for peak)

Five red apples, hanging on a tree (5 fingers erect)
The juiciest apples you ever did see!
The wind came past and gave an angry frown (shake head and look angry)
And one little apple came tumbling down
Four red apples (repeat from beginning until no more apples)

I have 10 little fingers and they all belong to me,
I can make them do things, would you like to see?
I can shut them up tight, I can open them wide,
I can put them together (clap), I can make them all hike,
I can make them jump high, I can make them jump low,
I can fold them so quietly and hold them just so!

This is my right hand, I'll raise it up high.
This is my left hand, I'll touch the sky.
Right hand, left hand, roll them all around.
Right hand, left hand, pound-pound-pound. (pound fisted hands together)

Here is the beehive (make fish)
Where are the bees? (look around)
Hidden away where nobody sees.
Watch and you'll see them come out of the hive.
One, two, three, four, five (fingers appear one by one)

This is my father,
This is my mother,
This is my brother tall,
This is my sister,
This is the baby.
OH! How I love them all (clap hands together)

Did you ever see a giant who was tall, tall, tall?
Reach down and touch an elfman who was small, small, small?
But the elfman who is tiny will try, try, try,
To reach up to the giant who is high, high, high.

A pumpkin round and very fat (hands clasped so arms form circle)
A scary witch with a pointed hat (make cap above head)
The shing eyes of a black, black cat (point to eyes and look around)
That makes Halloween.
A ghost that's hiding in the hall (swooping gestures)
A skeleton wobbling on the wall (make bodies wobble)
The spooky sound of an owl's call (hands cupped to listen)
That's Halloween.
A walk in the dark in the shivery night (shiver)
Ringing doorbells with all one's might (imitate)
Candy, cookies, and apples to bit (rub tummies)
I like Halloween! (clap hands together)

This is the east and this is the west
Soon I'll learn to say the rest.
This is high and this is low--
Only see how much I know!
This is narrow; This is wide.
Something else I know besides--
Down is where my fee you see,
Up is where my head should be.

DRAMATIC ACTIVITIES

1. Statue

This game is one of the oldest types of dramatic play, and certainly the simpliest. The leader takes a player by the hand and whirls her about twice; she may fall lightly to the ground or remain standing just as the leader leaves her. She must remain quite in that position until the whole group has been placed. The judge decides which as the best position.

2. The "Act"

This activity should be suited to the age level of the group concerned. For children it should be some simple act such as:

a. climbing a tree
b. a lady "making up"
c. mother preparing a meal
d. dressing themselves
e. running for the bus
f. hunting in the woods

For adults the action could be:

a. wrapping a small jewel box in gift wrappings and then mailing
b. cut a soft lemon pie into six pieces and serve to member of group
c. take an excited puppy for a walk on his leash
d. board a crowded bus with a big armload of groceries
e. watch a parade on a hot day and try to identify some particular person

3. Geographic Charades

Names of states are acted out by one group while the others guess the particular state being represented. If they cannot be guessed too readily, clues may be given as to the abbreviations, such as:

a. Illinois-clue, "My sister is ILL today."
b. Arkansas-clue, "Who build the ARK?"
c. Kansas-clue, "Can you play basketball?"

4. Garbo Adverbs

Use simple words, such as Angrily, Hurriedly, Slowly, Sweetly, or other adverbs. One or more persons are chosen to be "it". They leave the room. The group decides upon the word to act out. As the ones who are "it" return, the group is acting the word out. The "its" must guess the word.

PANTOMIMES

Activity Pantomimes

Simple:

1. picking violets in the woods
2. collecting shells on the shore
3. gathering twigs for a fire
4. feeding fish in the pond
5. bouncing a new ball
6. skipping rope
7. dusting the table, floor, books in the bookcase
8. building a house with blocks
9. brushing your teeth, washing hands, combing hair
10. putting dolly to bed
11. making a sandwich for lunch
12. eating an ice cream cone, lollypop, banana

More Difficult

1. threading a needle
2. writing a letter, sealing, stamping and addressing it
3. arranging flowers in a vase
4. raking leaves on the lawn
5. shoveling snow
6. spinning a top
7. turning the radio for a favorite program
8. wraping a gift for mother
9. peeling apples, potatoes, onions
10. crossing a stream on stepping stones
11. hanging out the laundry
12. cooking hot cakes
13. playing jacks
14. planting a row of beans

Difficult

1. trying on hats in a hat shop
2. playing solitaire
3. decorating for a party
4. packing a suitcase for a trip
5. fishing (baiting hook, casting)
6. typing a letter
7. making a phone call in a phone booth
8. painting a landscape in oil or water colors
9. purchasing a tennis racquet or baseball bat
10. mixing ingredients for a cake, pie or biscuits
11. modeling clay
12. loading a wheelbarrow with soil for the garden

Group Pantomimes

1. crossing a busy street
2. going on a picnic
3. housecleaning
4. activities on a playground
5. a typical day of your Indian tribe

Mood Pantomimes

8-10 years old:

1. Come in to show mother the rip in your new dress caused by a rough board in the neighbors fence.
2. Cross a muddy field on stepping stones while wearing your Sunday-best shoes.
3. Search in the high grass for a valuable ring you have lost.

4. Steal into the living room to surprise grandfather.
5. Start to put away your toys that baby brother has scattered all over the living room floor.
6. Pick some flowers for mother's party when you'd rather be going swimming with your friends.
7. Try to clean up the ink spot on the desk which you made when you carelessly forgot to put the top on the bottle.
8. Try, for the fourth time, to add up a difficult sum which is part of math homework.

11-13 years old:

1. Come home from school with a very bad report card.
2. Wait on the station platform for the arrival of your favorite uncle whom you haven't seen in three years.
3. Read a letter containing exciting news of a trip your mother has planned for you.
4. Pick up the pieces of mother's valuable vase you have just broken.
5. Steal into the kitchen to taste one of mothers old-fashioned baked cookies.
6. Try on some of grandmother's funny old-fashioned hats that you have found in the attic.
7. Pretend that daddy is taking a large splinter out of your finger.

14 years and over:

1. Discover that the new puppy has torn your evening gown which you were going to wear to the party tonight.
2. Try on a new necklace you have just received for your birthday.
3. Try to tie a new bow tie or comb a new hair-do.
4. Make a list of guests for a wonderful party that you are planning.
5. Make the final preparations in dressing to go out with your favorite friend.

PARTICIPATION STORIES

Lion Hunt

Take a seated position in front of audience so all can see you. Narrate the following:

Would you like to go on a lion hunt? O.K. let's go. Watch me and do all the things I do. Here we go!

Way, way down in the deep dark jungle of Africa, there lives a tribe of Pygmies.

One morning the chief gets up, yawns, stretches, and looks at the sky. (Go through the motions) He calls all the Pygmy braves from their huts. (Sound one "Whoop!" cupping your hands over your mouth.)

The braves all come out, stretch, and answer their chief with two whoops. (Give two "Whoops!") The warriors go to the chief's hut to talk over their plan. (Have all repeat: soda water bottle, soda water bottle.)

The pygmies say good-by to their wives. (Make low sound, "wo-wo-wo-wo" cupping your hands over your mouth.) Here we go down the trail. (Produce sound of marching Pygmies by slapping your knees, alternating hands.)

We're getting out in the tall grass now. (Rub the palms of your hands back and forth.) Up ahead there's a big river with a bridge. Here we go across the bridge. (Hit your chest with your fists, alternating.) We're across. (Resume regular marching tempo.)

We're starting up a mountain. (Slower tempo.) This is hard work. (Slower and slower.) We're getting close to the top now. (Tempo quite slow, then back to normal.) We're on the top now; here we go down the other side. (Speed marching to a fast tempo, then back to normal.)

O.K. we're back on level ground. Oh, oh. Narrow creek. No bridge. Better jump. Run! (Slap knees fast, long pause then one loud slap.) Made it! More tall grass. (Rub palms together.) Sh-h! (Have all repeat, "Sh-h.") Sure looks like lion country. Yep, there's a lion ahead. We have to sneak up on him. (Walk fingers of right hand across palm of left hand.) Suddenly the lion charges with a roar. (ROAR!) The Pygmies turn and run. (Fast tempo against your knees. Now repeat all the actions and gestures in reverse!)

We're back to the grass..jump the creek..climb the mountain..cross the bridge..run through the grass..big sigh of relief. And then wives start asking questions all at once. You know how women talk. (Say, "Rhubarb, rhubarb" in a high pitch to imitate women.)

O.K. we've been on a Pygmy Lion Hunt.

The Gripping Episode of Gory Gulch

Divide the audience into seven groups. Assign a character role to each. Have them rehearse their parts once. As each character is mentioned, the group stands up, make the proper response and sits down. Read the story.

COWBOY.....Yip, Yip
INDIANS.....Give war cry
HORSES.....Slap knees
BOWS AND ARROWS.....Aim, say Zing!
RIFLES.....Aim, say Bang, Bang!
STAGECOACH.....Stand, turn around
WOMEN.....Scream

STORY: It was in the days of STAGECOACHES and COWBOYS and INDIANS. Alkali Ike, Dippy Dick, and Pony Pete were three courageous COWBOYS. When the STAGECOACH left for Rainbow End, they were aboard as were two WOMEN, Salty Sal and doll-faced blonde. The STAGECOACH was drawn by four handsome HORSES and it left Dead End exactly on time.

The most dangerous part of the journey was the Gory Gulch Pass. As the STAGECOACH neared this spot, it could be noticed that the WOMEN were a bit nervous and the COWBOYS were alert, fingers on their RIFLES, ready for an emergency. Even the HORSES seemed to sense danger.

Sure enough, just as the STAGECOACH entered the Gulch, there sounded the blood-curdling war cry of the INDIANS. Mounted on HORSES, they came riding wildly toward the STAGECOACH, aiming their BOWS and ARROWS. The COWBOYS took aim with their RIFLES and fired. The WOMEN screamed. The HORSES pranced nervously. The INDIANS shot their BOWS and ARROWS. The COWBOYS aimed their RIFLES again, this time shooting with more deadly effect. The leading brave fell, and the INDIANS turned their HORSES and fled, leaving their BOWS and ARROWS behind. The WOMEN fainted. The COWBOYS shot one more time from their RIFLES just for luck. The driver urged the HORSES on, and the STAGECOACH sped down the trail.

Thus ends the story of the COWBOYS with their RIFLES, the STAGECOACH hauling the two WOMEN, and the INDIANS with their HORSES and their BOWS and ARROWS in the gripping episode of Gory Gulch.

Story Activities

Story Package

Bring several paper bags, each filled with various assortments of objects-a toy gun, a glove, a rosebud, a pencil, a notebook, a newspaper clipping, a piece of toy money, a photograph. Divide the group and give each diversion of one of the bags. In five minutes (or ten) they must think up a story around the articles, and one of their members tells the story.

Feather Pass

Start a story and then hand an Indian feather or arrow to some other player. That player must take up the story and then pass the feather or arrow on to some other player. The storyteller may choose any player to take up the story. Each storyteller must complete at least three sentences before handing over the feather.

CONTINUED STORIES are always good for the story hour. They may last as long as you want, but watch when the interest lags and stop before it lags too much.

Spinning Yarns

A ball of yarn is made up of short pieces of yarn or string. The storyteller sits in a circle. One player starts the story and keeps it going till he comes to the end of his piece of string. As he comes to the end of the of his piece of string, he passes the ball to the right and that player adds his bit and then surrenders the ball to his neighbor and so it continues. The story may be ridiculous sequences, but that will only add to the fun. (This stunt may be used with a familiar story, or one made up on the spot. Save this stunt to use on a difficult day .)

Story Records

Get and play some of the excellent story records. Children probably have them and would be happy to bring them for other children to hear.

Felt-O-Grams

Felt cut-outs put in place in a flannel frame as the story develops, e.g., Jack and the Bean Stalk; with house, beanstalk and Jack.

Sketching

With chalk or crayon upon a large piece of paper, as the story develops.

Circle Story

Start it, then toss a ball to some individual. He must catch it, go on with the story, and then toss the ball to someone else, until everyone has had a part. The last person must end the story, or can toss the ball to you to supply the ending.

Have the children draw and color their favorite characters and scenes from the stories they have just heard.

USE STORIES that require participation-use stories that permit or require the group to chant a rhyme, or answer a question.

Campfire Theme Story

Story of Geronimo

Pretend that you are a young Indian. If you were a young Indian and your parents thought you were old enough, they would send you on a trip to learn what you needed to know to be a grown up.

This is our friend Geronimo. He is just leaving on his trip into the forest. Suddenly he hears a voice.
Hey there, what are you doing?
Hey who's that?
I'm the great eagle. Where are you going?
I'm out learning to become a grownup.
If you are, you must learn to use your eyes to see and to be aware of what's going on around you. By looking and listening you become wise.
Thank you eagle. I'll try to remember to look and listen.

So Geronimo walked on through the woods. He looked and listened to all the things around him. He saw birds building their nests and squirrels playing, and even a baby deer. Then he came to a river and started to cross it.
Hi there.
Who's that?
I'm Charley, the great fish of the forest. Who are you?
I'm Geronimo and I'm learning to be a grownup. The eagle taught me to look and listen.

I can help you too. You should know how to share and be kind to others around you, like the fish who swim together in schools.
I don't know exactly what you mean, Charley, but I will remember what you said.
Wait! Take this stick and you'll learn the meaning of friendship.
Thank you, Mr. Fish.

Geronimo kept on walking with his stick in his hand. He became tired and decided to take a nap. Suddenly, he felt something licking his arm. It was another animal.
Who are you?
My name is Barney Buffalo. Why are you lying there?
I am Geronimo and I'm learning to be a grownup. The eagle taught me to look and listen. The Fish taught me to be kind and share. Can you teach me anything?
Yes, Geronimo. You should be strong and to take care of yourself, you should learn to wash, be clean, and keep your teepee clean. That's what I can teach you.
Thank you, Barney Buffalo. I'll remember what you've taught me.

Geronimo had learned many things. He decided to go back to his tribe. On his way back home he saw a fire thru the trees. He walked towards the fire.

Hello, who are you and why are you here in the woods alone?
I am Pawami and I don't have a tribe to belong to. Why is such a young man out in the woods alone?
I am Geronimo and I came to the woods to learn about being a grownup.
What have you learned?
The eagle taught me to look and listen, the buffalo taught me to be strong and the great fish of the forest taught me to be kind and to share. He gave me this stick.
Do you know the legend of the stick?
No.
I will tell you.
Why don't you come back to the tribe with me and tell everyone.
Bless you my son.

So Geronimo brought Pawani back to his tribe. They talked and became good friends on the way. They finally arrived home and the old Indian lady told the story of the friendship stick.

In the olden days, to seal a friendship, Indians found sticks and decorated them. At night they built a fire and danced together. One by one they laid their sticks on the fire. The burning of the sticks made friends of everyone there.

ADDITIONAL SONGS/STORIES/DRAMATICS

Rindercella

Once upon a time, in a coreigh fountry, there lived a geautiful birl, and her name was Rindercella. Now Rindercella lived with her mugly uother and her two sad bisters.

Also, in this same coreign fountry, there was a prandsome hince. And this prandsome hince was goint to have a bancy fall. He invited the reople from riles amound, especially the pinch reople.

Now Rindercella's mugly uother and her two sad bisters went out to buy some drancy fesses to wear to this bancy fall, but Rindercella couldn't too, so she just cat down and shried. She was kittin' there syring when all at once there appeared before her, her gairy modfather.

Her gairy modfather touched her with a wagic mand and there appeared before her a kig boach and hiz white sorses to take her to the bancy fall. But she said, "Rindercella, be sure to be home before midnight, or I'll purn you into a tumpkin.

When Rindercella arrived at the bancy fall, the prandsome hince met her at the door because he had been watching her behind a widden hindow. Rindercella and the prandsome hince nanced all dight, and they lell in fove. Finally the midclock struct night and Rindercella stanced down the rairs. Just as she beached the rottom, she slopped her dripper.

The next day the prandsome hince went all over this coreign fountry looking for the geautiful birl who has slopped her dripper. Finally he came to Rindercell'a house. He tried the dripper on her mugly uother, and it fidn't dit. He tried it on her two sad bisters, and it fidn't dit. Finally, he tried it on Rindercella and it fid dit. It was exactly the size right.

So they were married and lived hervily after happer. How the storal of the mory is is this: If you ever go to a bancy fall, and you want to have a prandsome hince lall in fove with you, don't forget to slop your dripper.

How An Indian Found His Game

Once a long time ago, an Indian went out hunting. It was in those days when the white man first came to this country. All day the Indian followed the track of a deer. As the sun

dropped low, he came upon his game. "Twang!" and an arrow flew into the air! It found the heart of the beautiful deer, and the swift runner of the forest fell.

The Indian threw the deer over his broad shoulders and started on the home trail. He was tired and thought he would sleep a little, so he hung the deer on a tree near his lodge. "Until the sun is high, I will sleep" said he, "then I will rise and prepare the deer for a feast."

He lay down on a bed of pine boughs within his lodge, and drew a soft deerskin over him. Soon he was sleeping and dreaming of the great feast he would give to his friends the next night.

When he awoke, the sun was low. At once he rose and ran to the tree where he had hung the deer. No deer was to be seen.

Indians have seeing eyes. This Indian was not unlike his red brothers. From the time when he was strapped to the little papoose board and rode on his mother's back he had been trained to see things. Nothing escaped those sharp black eyes. So now these keen eyes sought the tree and the ground underneath. One look was enough. There the whole deer story was written large to the Indian, and his seeing eyes could read it.

The next instant the Indian was off on the trail to a white man's camp down the river. Some white men were sitting about the fire as the Indian drew near. He told them he had lost a deer; he said that a white man had taken it, and that he had come for it.

He looked at the group around the fire. "Man not here!" he exclaimed. "He is old man, short not tall. He had gun and little dog with short tail." "Well," yawned a white man, "if you saw the man, why did you not go after him and get your deer?"

To the suprise of all, the Indian said he had not seen the man, that he was sleeping in the lodge when the deer was taken.

"Then how do you know that the man who took your deer was a white man?" cried the men.

"Indian walk so," replied the Indian, pointing his toes straight ahead. "White man walk so," pointing his toes out. "these white man's tracks."

"But how do you know this white man was old?" they questioned.

"Young man take long step, tracks far apart. Old man take short step, tracks close together," came the quick reply. "These tracks close."

"How do you know this old white man was short, not tall?" again questioned the white men.

"Indian show white man mark on tree where deer hang where man lean his gun," said the Red Man.

"But how do you know that this short, old, white man with a gun, who stole your deer, had a little dog with a short tail? Tell us that if you can."

A flash of fire shot into the Indian's eyes, but not a muscle of his face moved as he replied, "Indian see place where little dog sit and watch man take deer down. Little dog have light heart, he think he get something to eat, he wag tail fast. It leave mark on ground. Mark close to where little dog sit. Indian know little dog have short tail."

Then there was a cracking of twigs and branches and a man came out of the woods and approached the fire. He was white. He was old and short. He carried a gun on his shoulder, and close at his heels followed a little dog wagging cheerfully a bobbed tail.

The Indian pointed quickly to the stranger. "He, the man," he said in a low voice.

"Yes," said the men seated about the fire, "he is the man. He took the deer and he shall return it. A man who can track a deer, both dead and alive, is entitled to his game."

Then turning to the old white man, they told him to bring the deer, saying, "Next time you are hungry for deer meat, be sure the trail does not end in a tree near a wigwam where there lives a man with seeing eyes."

Memories

Far to the west, in a small Indian Village, there lived a peaceful tribe, which had been led for many years by a great and mighty warrior and chief. The village had always had enough food to eat, and everyone worked together to make life enjoyable. The men hunted, the women baked and sewed clothing. The children played together, dreaming of the day when they, too, would be old enough to contribute to the tribe.

One spring, the Chief gathered his people together in Council, and told them that he was growing old. His eyesight was weakening-he could no longer see like the hawk,

nor run like the deer, nor lead his people in the manner in which he felt they should and must be led. It was time for a new Chief to step forward and take his rightful place.

And so the old man asked if there were any among them who considered himself worthy of this honor. Such men were asked to stand before the Chief, and before the people.

Three young men ventured forth. All were mighty hunters and were well respected amongst the tribe. All were strong, and all were eager to lead the tribe in the years to come.

And the great Chief praised the men for their courage, and then assigned them a task. "You are to travel to the mighty mountain to the north, and from it you are to bring back the most precious thing which you can find. You will return to this Council, and we will wait for each of you to return. When you have all come back, I shall decide which of you is worthy of becoming the Chief of my people.

And so the three men left the Council, while the people settled in for a long wait. They too were anxious to learn who their new leader might be.

The first brave returned immediately to his teepee, gathered his bow and arrows, and strode confidently away from the village toward the mountain. The second brave took more time-he gathered some food, took an extra bow, and several extra arrows, and set off just before nightfall. The third brave returned to his teepee, and spent most of the night alone, gathering his belongings, checking his bow for strength and his arrows for accuracy. In the early dawn, he too left the village for the mountain.

The village people waited. Late the next day, the first brave walked proudly into the village carrying a perfect single white rose in his hand. He walked up to the old Chief, held out the flower and said, "Chief, this was the most precious thing which I found on the mountain." And the old Chief nodded, laid the flower beside him, and settled back to wait for the other two men.

The second brave arrived just before dawn on the third day. Although tired and hungry, he too walked proudly up to the Chief, and held out a beautiful stone. He gave it to the Chief, stating that this was the most precious thing because not only was it beautiful, but it was also useful, as it could be fashioned into the head of an arrow, and could be used for hunting. The old Chief noded, and laid the stone beside the flower. He then settled back to wait for the third man.

It was not until the fourth moon had passed that the third brave returned to the village. He walked slowly, with his head down, as he entered the Council. In his hands he held nothing.

In silence, he stood before the Chief. Then, he spoke. "Great Chief, I have returned empyt-handed. For four days and nights I have sat atop the moutain, searching for that which is truly the most precious thing. And I saw many things which I though were beautiful, but the were beautiful only on the mountain-if I were to bring them back to you, they would lose their beauty. And I sat awake all night last night, hoping that a thought would come to me-a thought of what I might bring home in order that I might have the honor of being the Chief of this tribe. And as I sat, I watched a huge, perfect red ball of fire rise above the horizon. It shone with colors more beautiful than I have ever seen-the yellows and the golds and the shades of red told me that a new day had begun. The rising of the sun was the most beautiful and precious thing which I saw on the mountain, but I could not bring it back with me. I only have the memory of that sunrise. That is what I have brought back to you."

And the old Chief noded and left the Council. At the end of the fifth day, he came forth, and stood before his people. He called the three braves to stand in front of him, and he spoke.

To the first brave he said, "Your flower was indeed beautiful when you first brought it to me, but look, it has withered and died, and is no longer beautiful or precious."

To the second brave, he said, "Your stone is a beautiful stone, and it is useful too. But what happens when we fashion the arrowhead from the stone, and we shoot at a deer, but only wound it. The stone is gone forever, and is no longer precious."

To the third brave, he said, "you, my son, have brought back the most precious thing which a man can find. You have brought the memory of something which touched you deeply and you shall carry that precious memory with you until death. Memories are all that we have in the end, and yours will be good memories, and happy memories, as you lead your people as their Chief."

And so the third brave came to be the new Chief, and the village was proud of its new leader.

Hold on to your memories, for they are beautiful and precious.

How The Chipmunk Got His Stripes

A long, long time ago, even before we can imagine, the chipmunk, that friendly fellow who today scampers around with such energy, as I say, the chipmunk had no stripes. Wizzy-Wakki had no stripes, but he was the last chipmunk that didn't have them, for it was because of him that all his ancestors are striped with tan, and white, and dark, dark-brown. Here is how it happened.

One day, Wizzy-Wakki woke up in his deep burrow, climbed up into the sun, and the warmth of the sun just made him feel soooo good, that he stretched and he stretched until he fell down with the pleasure of it all. Now, Wizzy-Wakki was a very mischievous chipmunk; he absolutely worshipped the idea of playing practical jokes on other animals. And what made his jokes so very, very, very special was that in those days, chipmunks had magic powers, bestowed on them by Wocanda, the Great Spirit, which allowed them to change themselves into any shape or form that they desired. So it was that Wizzi-Wakki just tickled himself to death! When off in the distance, near a blueberry patch, he spied non other than Nahawk, the Bear, who with big swinging armfuls, and much intensely satisfied noise, was reaping bushels of berries into his hugh mouth. "Narrharruh! Eugarrr!" was the sound of Nahawk as he fed on the shrubs. It was a well-inown fact among the intelligencia of the forest that Nahawk must have been up some creek when the brains were handed out. Meanwhile, Wizzy-Wakki was giggling as he dreamed up some prank to pull on the Bear. Suddenly, it came to the chipmunk: Wizzy-Wakki changed into an Indian warrior ten feet tall. In this disguise he crept up to Nahawk and slyly took a piece of chalk from his medicine bag. Wizzy-Wakki marked a bulls-eye on the (cough, cough) BEHIND of the Bear. Retreating several feet, Wizzy-Wakki wound up his leg and rushed forward, planting a kick on the BEHIND of Nahawk which lifted the Bear deeply into the blueberry thicket. Nahawk bellowed with a furious howl of surprise, and before the Bear could see him, Wizzy-Wakki changed himself back to a chipmunk and ran with hysterical giggles back to the entrance of his burrow and dived inside. Wizzy-Wakki giggled in his burrow all night. Nahawk lay in the thicket all night, morosely and suspiciously munching berries until he fell asleep.

The next morning Wizzy-Wakki woke up with a giggle, as chipmunks always do, but, remembering Nahawk, this time he peered carefully out of the opening of his burrow before venturing out to perform his calisthenics. Just in the middle of a double-knee-twister-supreme, Wizzy-Wakki just had to tickle himself to death because, there, not a hundred yards away, Great Nahawk the Bear was gorging his ample potbelly with armfuls of berries, occasionally glancing behind him. "GarblurbleOblublebulsnort," was the happy feeding noise of Nahawk. It was common talk in the forest that the Bear was never known for his dining manners. Wizzy-Wakki shieked with

giggles and launched an immediate plan: changing himself into an immense Indian warrior, Wizzy-Wakki stealthily approached the munching Bear and, marking an "X" on a secret part of the Bear's anatomy, Wizzy Wakki charged his leg with glee and smacked a boot on the (cough, cough) BEHIND of Nahawk that lifted the Bear in a double somersault. Wizzy-Wakki swiftly changed himself into a chipmunk and tore across the meadow, diving into his burrow; but this time, Nahawk peeled a splotch of berries from his eye as he lay in a bellyflop of dust, and he saw the curious scampering form dive into the ground.

Very, very, very late that night, Wizzy-Wakki was rolling in his burrow, inventing jokes, one-liners, and monologues to lay on his chipmunk friends. And that night, Nahawk furtively snacked on blueberries, with ever a watchful eye.

The next day, my friends, Wizzy-Wakki awoke with a giggle, and he was just so enchanted with the idea of another day and more jokes to play that he stretched and he stretched and did his calisthenics with more glee than ever...but today, more cautiously than ever did Wizzy-Wakki crawl and peer up the channel of his burrow, more cautiously than ever did he emerge, and then with noting but excited joy did the chipmunk spy none other than Nahawk the Bear, who was feeding his fat face on, oh, my friends, bodacious bunches of berries. Wizzy-Wakki took note of both position and trajectory. Already his comedic projectile was launched. He cleverly changed himself into a huge powerful warrior and snuck through the grass... Wizzy-Wakki let more than a few muffled giggles slip through his fingers as he proceeded to draw a set of prehistoric fingerprints out of his medicine bag and daubed the mark of Zorro on a peculiar area of the great Bear's physique. Torquing his leg back into several hundred foot-pounds beyond its recommended capacity, the mischievous chipmunk fired an awesome blast of the foot into the BEHIND of the Bear...and at this point, Wizzy-Wakki again changed himself into his usual form and raced back towards the safety of his burrow..."AAHHOOOOOGAHH!" raged the Bear, and Nahawk fled in pursuit, for this time, Nahawk the Bear was ready for attack, and he himself strode swiftly towards the escaping shape of the chipmunk. Wizzy-Wakki raced and raced, but for every 12 strides he managed the great Bear took one; a mere yard to go, and Wizzy-Wakki broad-jumped the final distance, flying through the air...just before the shape of the chipmunk dived into the safety of the hole, the savage claws of Nahawk pinned Wizzy-Wakki to the edge of the burrow, holding him there for the inevitable kill.

My brothers and sisters (sob, sob, sniffle, sniffle), oh we could dwell endlessly on the sad end of Wizzy-Wakki...but there is no need for that! For Wocanda, who had witnessed the pranks of the chipmunk from time immemorial, stepped down and held the claws of Nahawk, and thus the Great Spirit spoke:

"Wizzy-Wakki, you have learned by this that teasing and pranks are not proper for we who live on earth; you are guilty of pride before your fellows, and to remind you and your eternal offspring of this, forever shall you wear the claws of Hahawk on your backs: white of chalk, and the dark brown of loamy soil to enter your skin: so shall this message be expressed. And you, Nahawk, live peacefully with the chipmunk, for he is now your brother, and shall evermore wan you of danger."

And so it is, my friends, that the great Bear and the chipmunk are also friends and so it is, too, that the chipmunk wears stripes. For since the days of Wizzy-Wakki, chipmunks have been striped and have laughed and giggled and have been just absolute masters of calisthenics and jokes, and have tried very, very, very, VERY hard to instruct Bears in the giggly fine art of a sense of humor.

The Pioneers

Tonight, I would like to tell you a story about a group of pioneers who were traveling from the Midwest to California by wagon train in the early days of the west. They had been traveling for many weeks and had endured many hardships when they arrived at a beautiful and fertile valley in the Rocky Mountains. They were greeted by a group of friendly Indians who invited them to eat and dance with them that evening. After a wonderful evening of feasting and sharing stories, the Indians said that they would like to give a special gift to the settlers. The leader of the Indians told them that the gift was magic and would make them very happy, yet very sad. The gift was in three boxes which were loaded into the back of one of the wagons and soon forgotten.

When the pioneers were crossing a great mountain pass several days later, they ran into difficulty with the wagons and had to abandon all but the bare necessities. They pulled out the boxes which had been all but forgotten and were ready to throw them out, when they noticed that the boxes contained rocks loaded with gold ore. After the initial excitement, they remembered what the leader of the Indians had said, that the gift would make them first happy, then sad. They thought about it and realized that what he meant was that they would be very happy to have the gold, yet sad that they had not taken more while they were there.

Like the wagon train of settlers, we should also be happy, yet sad. We should be happy that we have had a chance to camp in this beautiful place these past few days, with all of the opporutnities to make new friends, learn new skills, and have loads of fun. All the same, we should be at least a little sad that we have not taken even greater advantage of the opportunities we have had to grow into better persons than we were when we arrived here at camp.

The Wall

Broken Wing was the son of Flying Eagle, the tribal chief. Flying Eagle had 3 sons and Broken Wing was the samllest. His brothers, Black Moon and Red Hawk, were not only older but much larger than he. They were old enough to help other braves with hunting in the forest and fishing at the river. This was an nonor and the duty was given only to older braves. All the little braves of Broken Wing's age were looking forward to the day when they could go on these trips with their fathers. But Broken Wing knew he could never go on these trips because he was lame.

Now his father, wise Flying Eagle, had given Wing a duty to perform. He was to keep the fire in the wigwam going while the hunters and fishermen were away. But this seemed like such a small duty to Broken Wing, and when he saw all the other braves go off to gather food for the tribe, he was sad. One day, just before they all were to leave on another hunting journey, Flying Eagle could not find Broken Wing. He looked and looked. Then he thought he might be gathering wood for the fire for winter would soon come and a larger fire would be needed to prepare the food and keep grandmother and others warm and alive.

Broken Wing was gone. After a long time, Flying Eagle found him sitting on the bank of a creek. He was alone. As Flying Eagle watched, he saw Broken Wing toss some pebbles into the still water. He listened and he could hear Broken Wing saying, "I am no good. I can do nothing for my tribe like my father and brothers. I cannot gather food or fight our enemies; all I can do is gather sticks for the fire. It is a girl's job. Oh, how I hate my crooked foot."

Flying Eagle stepped out from his hiding place and said softly, "No Broken Wing, you do not speak the truth. You are as important to the tribe as any brave. Your duty is to tend the fire to keep us alive and warm. This is not a girl's job, it is the duty of a man and you have been choosen for this." This didn't make Broken Wing feel better, and he was ashamed that his father had heard what he said. "Broken Wing," spoke Flying Eagle, "look at the stones you are tossing into the water. Are they all the same?"

Broken Wing looked at the handful of pebbles in his hand. "no, they aren't the same," said Broken Wing. "Good," replied his father. "Now, if you were going to shelter the fire from the wind by putting up a little wall of stones arount it, which stones would you use--only the smooth ones." "No, father, I would use them all for they all have a place in the wall. The smooth ones could be laid flat and the rough ones could be used to fill in the cracks."

"It is well, Broken Wing. You have answered wisely. Each stone is important in the wall you build. So, you are a stone in the tribe and you are important...and so is your duty if it is well done. But if one stone falls, your wall falls. And if you fall, our tribe will fall. Each is important."

"Let us go now, Father. The braves must be ready to go hunting, and I must gather sticks for the fire. Winter will come soon and it must be a warm fire to keep us alive and warm."

Clap Your Hands

Clap your hands, clap your hands
Clap your hands and stomp your feet to the beat;
Clap your hands, clap your hands
Clap your hands and stomp your feet

Little Peter Rabbit (to tune of Battle Hymn of the Republic)

Little Peter Rabbit had a flea upon his ear,
Little Peter Rabbit had a flea upon his ear,
Little Peter Rabbit had a flea upon his ear.
And he flicked it and it flew away.
(..drop off words and just do motions)

Good News

Good news, the chariot's a-coming,
Good news, the chariot's a-coming,
Good news, the chariot's a-coming,
And I don't want it to leave me behind.

1. There's a long white robe up in heaven I know (3 times)
   And I don't want it to leave me behind.
2. There's a starry crown up in heaven I know (3 times)
3. There's silver slippers...
extra4. There's a golden harp...

Junior Birdsmen

Up in the air, junior birdsmen
Up in the air, upside down,
Up in the air, we're junior birdsmen
With our neses to the ground.
And when you hear the grand announcement
That our wings are made of tin,
Then you will know the junior birdsmen
Have sent their boxtops in.

(What does it take?)
It takes 5 box tops
4 bottle bottoms, 3 wrappers,
2 labels, and one thin dime.
(Oh, my goodness, oh, my soul)
There goes the junior birdsmen patrol!)

Mules (tune to Auld Lang Syne)

On mules we find 2 legs behind,
And 2 we find before;
We stand behind before we find
What the 2 beind be for;
When we're behind the 2 behind,
We find what these be fore;
So stand before the 2 behind,
And behind the 2 before.

Come Go With Me To That Land

Come go with me to that land,
Come go with me to that land,
Come go with me to that land where I'm bound,
Come go with me to that land,
Come go with me to that land,
Come go with me to that land where I'm bound.

1. They'll be singing in that land
   Voices, ringing in that land
   They'll be singing in that land where I'm bound..
2. There'll be clapping in that land,
3. There'll be freedom in that land
4. Come go with me to that land

Somebody Touched Me

1. Glory halleluia, somebody touched me,
   Glory halleluia, somebody touched me,
   Glory halleluia, somebody touched me,
   And it must have been the hand of the Lord.
2. Earling in the morning..
3. When I was a sinner..
4. Now I know for certain..
5. Glory halleluia..

Graces

1. Johnny Appleseed

Oh, the Lord is good to me,
And so I thank the Lord,
For giving me the things I need,
The sun and the rain and the appleseed;
The Lord is good to me.

For every seed I sow
Will grow and grow and grow
And there will be an apple tree
For everyone in the world to see,
The Lord is good to me.

2. For Health and Strength

For health and strength and daily bread
We give thee thanks, Oh Lord.

Amen

3. The Board Is Spread

Morning (evening) is here, the board is spread,
Thanks be to God, who give us bread.

Amen

4. Amen

Amen, Amen, Amen, Amen, Amen

5. Evening Grace (tune of Lord of the Dance)

We thank you Father for our evening meal,
For health and strength and the happiness we feel,
For goodness and guidance in every way,
Be with us tomorrow and each new day.

6. Morning Grace

Gracious giver of all good
Thee we thank for rest and food
Grant that all we do or say
In thy service, be this day.

7. Father God

Father God, Father God, Once again, once again,
We ask for Thy blessing, We ask for Thy blessing,
Amen, Amen.

Other Songs

Cabin In The Woods

In a cabin, in the wood
Little old man by the window stood
Saw a rabbit hopping by
Knocking at my door.
"Help me, help me, help me," he said,
"Big bad hunter gonna shoot me dead."
Come little rabbit, come inside
Safely we will hide.

Sippin Cider (leader repeat)

The prettiest girl, I ever saw
Was sippin cider thru a straw.
I said to her "What you doin' that for
A sippin cider thru a straw.
She says to me, "Why don't you know
That sippin cider's all the go.
Then cheek to cheek and jaw to jaw,
We both sipped cider thru that straw.
The straw did slip, the straw did slip,
And I sipped cider from her lips.
That's how I got my mother-in-law
A sippin cider thr a straw.
Now 99 kids all call me pa
'Cause I sipped cider thru a straw.
The moral of this sippy tale
Is to sip cider from a pail.

Bear Song (repeat leader)

The other day, I met a bear,
Out in the woods, a way out there.
He looked at me, I looked at him,
He sized me up, I sized up him.
He said to me, why don't you run
I see you ain't got any gun.
And so I ran, away from there,
But right behind me was that bear.
Ahead of me, I see a tree,
A great big tree, oh lucky me.
The nearest branch was 10' up,
I'd have to jump and trust my luck.
And so I jumped, into the air
But missed that branch, way up there.
Now don't you fret, now don't you frown
I caught that branch, on the way back down.
That's all there is, there ain't no more
Unless I meet that bear once more
And so I met, that bear once more,
Now he's a rug, on my bathroom floor.

Stay On The Sunny Side

Stay on the sunny side, always on the sunny side
Stay on the sunny side of life.
We will cause you no pain, as we drive you all insane,
So stay on the sunny side of life.

Blowin' In The Wind

-How many roads must a man walk down,
Before you call him a man?
Yes, and how many seas must a white dove sail,
Before she sleeps in the sand?
Yes, and how many times must the cannon balls fly,
Before they're forever banned?

Chorus: The answer my friend is blowin' in the wind
The answer is blowin' in the wind.

-How many times must a man look up,
Before he can see the sky?
Yes, and how many ears must one man have,
Before he can hear people cry?
Yes, and how many deaths will it take 'til he knows
That too many people have died?

Chorus

-How many years can a mountain exist,
Before it is washed to the sea?
Yes, and how many years can some people exist,
Before they're allowed to be free?
Yes, and how many times can a man turn his head,
And pretend that he just doesn't see.

Chorus

Where Have All The Flowers Gone?

Where have all the flowers gone? Long time passing.
Where have all the flowers gone? Long time ago.
Where have all the flowers gone?
Gone to young girls everyone,
When will they ever learn? When will they ever learn?

-young girls.....young men
-young men.....soldiers
-soldiers.....graveyards
-graveyards.....flowers

Kum Ba Yah

Kum ba ya, my Lord, kum ba ya,
Kum ba ya, my Lord, kum ba ya,
Kum ba ya, my Lord, kum ba ya,
Oh Lord, kum ba ya.

-Someone's crying Lord, kum ba ya
-Someone's praying, Lord, kum ba ya
-Someone's singing, Lord, kum ba ya

Leavin' On A School Bus (Jet Plane)

-All my bags are packed, and I'm ready to go,
I'm standing here outside your door,
I hate to wake you up to say good-bye.
But the dawn is breaking, it's early morn,
The taxi's waiting, he's blowing his horn,
Already I'm so lonesome, I could cry.

Chorus: So kiss me and smile for me,
Tell me that you'll wait for me
Hold me like you'll never let me go.
'Cause I'm leaving on a school bus (jet plane)
Don't know when I'll be back with us (again)
Oh babe, I hate to go.

-There's so many times I've let you down.
So many times I've played around
I'll tell you now, they don't mean a thing.
Every place I go I'll think of you
Every song I sing, I'll sing for you
When I come back, I'll wear your wedding ring...

Chorus

-Now the time has come to leave you
One more time, let me kiss you
Then close your eyes and I'll be on my way
Dream about the days to come
When I won't have to leave alone,
About the time, I won't have to say...

Chorus

500 Miles

-If you miss the train I'm on
You will know that I am gone
You can hear the whistle blow,
A hundred miles.

A hundred miles, a hundred miles
A hundred miles, a hundred miles,
You can hear the whistle blow
A hundred miles.

-Lord I'm one, Lord I'm two
Lord I'm three, Lord I'm four
Lord, I'm five hundred miles
Away from home.
Away from home, away from home,
Away from home, away from home,
Lord I'm five hundred miles
Away from home.

-Not a shirt on my back
Not a penny to my name
Lord I can't go back home
A this a way
A this a way, a this a way
This a way, a this a way,
Lord I can't go back home
A this a way.

(repeat first verse)

Waddley Ah Cha

Waddley ah cha, waddley ah cha,
Doodley doo, doodley doo,
Waddley ah cha, waddley ah cha,
Doodlely doo, doodlely doo,
Simple little song, there isn't much to it
All you've got to do is doodlely do it
I like the rest, but the part I like best
Goes - doodlely, doodlely, doo

Rose, Rose (round)

Rose, Rose, Rose, Rose
When will I see thee Red?
I will marry at they will, sire,
At thy will

Noble Duke of York

The noble duke of york, he had 10,000 men
He marched them up the hill, then he marched them down again
And when you're up, you're up and when you're down, you're down
And when you're only half-way up
You're neither up nor down (..march, stand up on up's, etc.)

I Had A Little Chicken

-Oh, I had a little chicken
And she wouldn't lay an egg,
So I poured hot water up and down her leg
And that little chickie cried, and that little chickie
Layed me a hard boiled egg.
Boiled egg, boiled egg
And that little chickie layed me a hard boiled egg.

-hot grease----fried
-some chocolate---easter
-(so I) shook that chickie by her leg...scrambled
-ham and cheese---omellet, etc.

Father Abraham

Father Abraham, had 7 sons, sir
Had 7 sons, sir, had Father Abraham
And they wouldn't laugh, and they wouldn't cry
All they did was go like this:

With a left (left arm)
and a right (right arm)
(left leg, right leg, head, hips, up and down, all around,
and your tongue)

Throw It Out The Window

Verse: Mary had a little lamb,
It's fleece was white as snow
And everywhere that Mary went
She threw it out the window

Chorus: The window, the 2nd story window
If you don't know a nursery rhyme,
We'll throw you out the window.

(keep replacing verses with nursery rhyme, i.e., Old Mother
Hubbard, Simple Simon, Old King Cole, etc.)

John Jacob Jingle Heimer Schmidt

John Jacob Jingle Heimer Schmidt
That's my name, too
Whenever I go out, the people always shout, hey!
There goes John Jacob Jingle Heimer Schmidt,
da, da, da, da, da, da, da.
(softer each time, repeat until da's)

FOR FURTHER INFORMATION CONSULT THE FOLLOWING:

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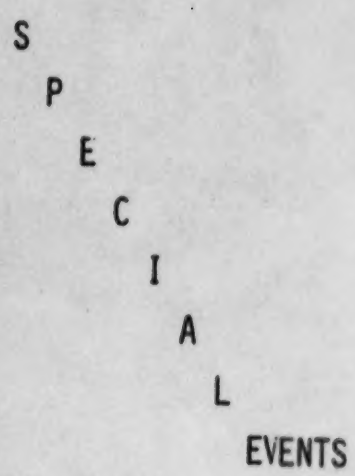
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EVENTS

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PROGRAMS

INTRODUCTION

Special events are effective educational experiences if they are well-planned and implemented. They offer a myriad of benefits in the 24 hour settings as the full schedule carries the excitement of the event throughout the day. Enthusiastic staff can keep the morale or theme of the special event alive during meals (with songs and announcements), during rest hours, before bed, etc. The planning and organizational aspects are greatly enhanced due to the accessbility of teachers and students for meetings; another reward of the residential setting.

The special event can be just as effective when the classroom is the central setting. Any special event can be adapted to fit space considerations, time schedules, and materials available. The event could be ongoing lasting several days and leading up to a final event, or could consist of a half-day program. The school gym and playgrounds can be utilized as supplemental activity areas. Organizationally, the special event can be an informal last minute activity or an elaborately planned party, concert, carnival, etc. The most important benefit of the special event is the inherant flexibility for providing meaningful programs to all levels of disabled/handicapped individuals. Always include students in the planning of special events along with the set-up and clean-up of the activity.

The well planned evening program can leave students with pleasant memories of a day spent at the residential outdoor education center. The evening program can be highly structured, requiring much preparation or very informal with little planning; just some ingenuity by the staff! Programs can be indoors or outdoor and usually do not exceed two hours in length. Below are some helpful planning hints:

-as the leader, make definite plans regarding the type of program, length, for what ability level, etc.

-arrange for assistance well in advance and inform helpers (which should include students) of their specific responsibilities

-plan more events than needed for the time allowed

-include as many students as possible in the program

-set a theme and gear activities, food, etc. to it

-keep events short and do not drag the program out

-set specific objectives for the evening program and stick to them as close as possible

INDIAN THEME DAY

SAMPLE PROCEDURE:

Students will be divided into equal numbered Indian tribes (have students choose a name: Apache, Iroquois, etc.). The competitive part of the day will consist of five events whereby each team will enter two persons in each event; consequently each team member will be in two events only. This way the whole tribe can move as a group and cheer their fellow participants on. Each tribe will carry a pole; when their tribe wins an event, they get to pin a feather on their pole. Each tribe member wears a feather during the day and dresses like an Indian. (Each tribe has feathers different in color than the other tribes.) This special event is most effective in an all day setting but could be used over several days in your classroom. (Place little, if any, emphasis on the competition aspect of this or any special event.)

SAMPLE DAILY SCHEDULE:

7:30 Rise	Tribes get on their warpaint (students can make their own warpaint) and feathers. Counselors teach tribes Indian songs.
8:30 Breakfast	Tribes eat separately. Each tribe builds their own fire and eats outside, using typical Indian food. Counselors tell how Indians got their food.
10:00 Morning Events	1) Nature Obstacle Course: have students go through a course that would consist of crawling over logs, under branches, etc. 2) Archery: several ways to do this Indian sport. Nail bow to a table which would make a cross-bow. Put up balloons on the target for added excitement. 3) Counselor/Student Three-Legged Race: counselor and student tie one leg together and race other tribes.

12:30 Lunch

Individual tribes again eat together building another fire. During lunch counselors explain some Indian signs and customs of their tribes. Announcements at lunch are a good time to report on who won the morning events and also to keep excitement flowing.

1:30 Rest Hour

3:00 Afternoon Events

4) Teepee Construction: first tribe to construct a small teepee wins the event. You could color code small (two to three person) tents for use in this event.

5) Indian Hoop Games: Tribe members try and throw different sized hoops for accuracy.

6) Sing Down: The final event is a sing down between the tribes using Indian songs as the theme.

6:00 Banquet

All tribes gather around same fire for food and awards. The tribes all use same fire for dinner banquet. Indian totems are given to each student for participating in the special event. Each tribe gives each member an Indian name. The banquet is followed by a campfire where the tribes put on skits depicting Indian life and sing Indian songs. After a snack, all head for the teepees for a good night sleep!

OLYMPIC NIGHT

For: Students who are severely handicapped.

Equipment Needed: life jacket (1), coats (2), pudding (2 bowls, 2 spoons), books (10), balloons (4), sticks (4), toilet plunger (2), paper sacks (2), rocking chair (1), balls of yarn (2), hats (2).

Procedure: Campers or students will be divided into two teams of ten. Each team will assess a particular talent that each team member possesses and challenge the other team to come up with a person to meet the challenge. For this special event you would have 20 events or challenges.

Schedule:
7:00 p.m. - 8:30 p.m. (20 events or challenges)
8:30 p.m. - 9:30 p.m. Snack

Description of Events or Challenges (Examples)

1. A life preserver is put on two students (one each). The first student to get his/her life preserver off wins the challenge.
2. Students are given a bowl of pudding and a spoon; student who eats bowl of pudding first wins challenge.
3. Two students are each given a short stick. The camper who holds the stick the longest, wins.
4. Student is given a plunger, first one to stick plunger to floor wins the challenge.
5. Student who smiles the longest wins the challenge.
6. Student races against time to pick up stack of books.
7. Students are asked to clap their hands, one who claps their hands the longest, wins.
8. Students (2) are each given a balloon, first one to pop wins the challenge.
9. Student is placed in rocking chair, the student who rocks the most number of times in one minute wins the challenge.

10. Two students are put in front of a hat. The first to put the hat on wins the challenge.

11. Students (2) are each given a small ball of yarn; student who unravels his/her first, wins the challenge.

12. Two students are put in a circle; each is given a balloon, the first person to throw, kick or hit his/her balloon out of the circle wins the challenge.

13. Each student is given a book; the first one to open the book wins the challenge.

OTHER SPECIAL EVENTS

NOTE: Although the following special events have been categorized, it is important to remember that all events listed could be adapted to fit each of the categories listed.

Suggested All Day Events

Water Carnival
Sadie Hawkins Day
Dinosaur Day
Druthers Day
Holiday Day
Indian Folklore Day
Happening Day
Carnival Day
Colonial Day
Pirate Day
Paul Bunyan Day
Arts and Crafts Day
New Games Day
Peanut Day

Suggested One to Two Hour Events

Election of Camp Mayor
Wizard of Oz
The Gold Rush
Create Your Own Nation
Old Fashioned Christmas
4th of July Picnic
Birthdays
Movie Day
Music Day
Mr. or Mrs. Ugly Pageant
Round Robin Skills
Sleuth Game
Halloween in July
Talent Show
Radio Drama
Jungle Breakfast
Car Wash
Totem Pole Construction
Shipwrecked
Nature Wide Game
Creative Scavenger Hunt
Biblical Treasure Hunt
Personal Scavenger Hunt
Senses Scavenger Hunt
Treasure Hunt
African Safari
Ice Cream Making Party
Pony Express
Ropin' to Tokins
Casino Day
Stunt Night
Let's Make A Deal
Twin Party
Dance Night
Kite Making
Litter Hikes

EVENING PROGRAMS

Senses Scavenger Hunt

Divide students into groups. Each group is given a list of things to be collected and a bag in which to put the discovered items in. The uniqueness of this hunt comes in the nature of items being asked for. The list is designed so that a student must use the full range of his senses in locating the objects.

A shortened version of a list might resemble the following:

Find: something that looks pretty
" that looks ugly
" red
" damp
" dry
" light
" smells bad
" noisy
" very, very quiet
" that can float through the air
" rotten
" hard
" furry
" slimmy
" which tastes sweet

The possibilities are endless. The person developing the list should include items requiring sight, sound, touch, smell and taste.

The joy in sharing with the others what each person has found and why they choose that item. What appears to be ugly for one person may be very beautiful for another. Every group is a winner.

Other Evening Programs Include:

Beach Party
Campfire
Talent Night
Treasure Hunt
African Safari
Pony Express
Dating Game
Gong Show
New Games Night
Birthday Night
Stunt Night
Christmas at Camp
Balloon Busting Contest
Ice Cream Extravaganza
Chinese Night
Halloween in July
Let's Make A Deal

CAMPFIRE PROGRAM

Planning and Preparation

When deciding where to have a campfire take into account the weather (temperature, rain, etc.), whether to have it inside or outside, and the size of the group.

Make sure the campfire area is clean, gather the firewood (involve the students) and lay out the fire so it will be ready (also, involve students here).

Always have some type of water supply available close-at-hand to put the fire out. Collect your wood supply early so you will be assured it will be dry when the program begins.

Opening

Start with an activity which will draw the entire group together. This can be a loud action song, a special skit, or a special lighting of the campfire.

Active Time

Mix active songs such as: "Bear Song", "Lion Song", "Comin' Round the Mountain", etc. (Refer to Song Section); with skits and drama. Usually one hour will suffice. Involve students and teachers in all active activities.

Quiet

Begin to quiet group down by singing some songs such as: "500 Miles", "Somebody Touched Me", etc. (Refer to Song Section). Possibly, follow with a good appropriate story (avoid those that are scary). Make sure students are involved in the clean-up activities and assure campfire area is safe and ready for further use.

FOR ADDITIONAL INFORMATION REGARDING SPECIAL EVENTS AND EVENING PROGRAMS USE THE FOLLOWING:

Curtis, Natalie. The Indian's Book. Dover, 1968. Available through ACA. $6.95.

Eisenberg, Larry and Helen. The Handbook of Skits and Stunts. Follet, 1953. Available through ACA. $5.95.

Parker, Arthur. The Indian How Book. Dover, 1975. Available through ACA. $4.00.

Pearse, Jack. Campfire Programs With Jack Pearse. Jack Pearse, LTD., 1980. Available through ACA. $5.00.

San Diego State University. Camp Program Ideas. Recreation Department, San Diego State University, 1977. Available through ACA. $6.00.

Schmidt, Ernest. Woodsmoke and Campfire. Available through ACA, 1980. $1.50.

Thurston, LaRue. Good Times Around The Campfire. Association Press, 1967. Available through ACA. $1.25.

Witman, J. P. "Almost Anything Goes: Cooperative Competition," Programming Trends In Therapeutic Recreation. 1:4, 14-16.

ADVENTURE ACTIVITIES

INTRODUCTION

What do you do for adventure? Some popular answers to this question included: rock climbing, canoeing, kayaking, wilderness backpacking, being alone in the woods, and caving. All of these activities have traditionally been out of reach for persons with disabilities. More than ever, persons who have disabilities need to make their own choice in selecting recreational and educational activities. They too deserve a right to be challenged by the unknown; there is dignity in risk-taking and everyone should be able to develop personal dignity and respect.

Several theories have recently surfaced as to the reason for exclusion of disabled persons in such experiences and programs. Pure prejudice may be a reason, or maybe over protectiveness by parents and programmers, along with a chance of possible miscalculations about their abilities. An even ever-present problem is that professionals, involved in the education of severely handicapped persons, lack the knowledge and information as to, "how" to provide such experiences for this population of students.

Outdoor leaders must begin to research and implement quality adventure programs and activities with persons who are disabled. ADVENTURE IS RELATIVE! What is adventurous to some may be uneventful for others. Adventure activities and programs can be adusted and "tailor-made" for the most severely involved student. Only through inclusion can safe and effective adventure programs become a reality for all students, regardless of the severity or type of disability they might have.

SOME DEFINITIONS OF ADVENTURE AREAS

Initiative Game/Task: a clearly defined physical and/or mental problem for which a group or individual is asked to find a solution.

Cooperative Games: games which focus on participation and cooperation versus competition and inclusion versus exclusion. The process of finding out what we have in common.

High Adventure Activities: activities which involve mental and physical challenge and require special training and safety considerations for the leaders and participants (e.g., tree climbing, kayaking, rock climbing, spelunking, etc.).

SOME POTENTIAL BENEFITS OF THESE AREAS

Group Cooperation: harmony and togetherness are learned as groups find it necessary for all group members to cooperate and communicate in order to successfully complete an initiative task. Individuals must compete with themselves rather than others.

Self Esteem: can be enhanced when a sequence of activities are planned to incorporate a series of successes.

Coping Ability: can be enhanced when activities are designed to promote and deal with a certain amount of physical and mental stress.

Mutual Support: can exist when a member of a group is respected for trying and "effort" becomes more important than success or failure.

Enjoyment/Fun: is more likely to occur when an activity is adventurous, stimulating and challenging.

Balance/ Coordination: is easily practiced when an activity makes strenuous and repititious movements fun.

Awareness of the Environment: can occur when activities bring the participants to the natural elements (dirt, rain, sun, etc.) resulting in joy and sense of accomplishment.

SOME LEADERSHIP TECHNIQUES

1. Have specific goals and objectives in mind when using initiative games, cooperative games, and high adventure activities. Process and clarify activities toward these established goals and objectives.

2. Choose an adventure activity which is best suited to the ability of the individual or group. Only choose adventure activities which the leader and staff have confidence and competence in administering.

3. Consider ALL safety precautions:

   a. Establish limits for physical and emotional safety. Be sure group members understand the limits.

   b. Check all equipment before using.

   c. Be sure participants have appropriate clothing for activities and weather.

   d. Know and practice emergency procedures in case of injury or illness.

4. Clearly introduce the initiative task, cooperative, or high adventure activity. Either present it as a fact (i.e., what they must do) or as a hypothetical story (e.g., a bear is coming, you must get the group over the log to safety).

5. Step back, let the group/individual come up with a solution and try to solve the problem. Let them learn by doing and learn from their mistakes. Use the problem solving approach.

   NEVER DO ANYTHING FOR PARTICIPANTS THAT COULD PROVIDE PARTICIPANTS AN OPPORTUNITY TO LEARN. LEADERS ARE, IN REALITY, FACILATATORS OF INITIATIVE GAMES; THE EXPERIENCES THEMSELVES DO THE TEACHING.

6. Allow plenty of time to process the activity:

   Who said what?
   Who did not say anything?
   Why did someone not talk?
   What was the group supposed to do?
   Roles: male vs. female; young vs. old; strong vs. weak; leaders vs. followers.
   How did individuals feel about their role?
   Was anyone "railroaded" into a role that he/she did not like?

7. Never allow or participate in "attacking", either during the activity or processing.

SOME EXAMPLES:

Initiative Games

Initiative tasks/games can be easily adapted to fit the needs and abilities of any individual student. They can be as simple as the following:

Bucket Brigade: Object is to fill a container, using several smaller containers, by passing smaller containers from source of water to large container and back.

Variation: put out campfire using a bucket brigade.

Jungle Co-op Meal: Components of a meal or snack are are hidden in various areas. The group is divided to search for the various objects (e.g., breakfast: a) cereal, b) eggs, c) silverware and utensils, d) milk and juice). Emphasis is placed upon the importance of each groups accomplishment of their task toward the success of the meal/snack.

Can We Reach It?: Group picks out an object (tree, bush, etc.). Making a chain along the ground, the group tries to reach object. As long as you are touching a person, your chain is still intact.

Hugging: Group lines up in a straight line, facing forward. Each person puts a balloon under their clothes (on stomach). The person in front turns around and hugs person behind them, breaking one or both balloons. Next person turns around and so on down the line.

Hola Hooper: The group stands in line side by side holding hands. The person on one end, with his/her free hand starts a hola hoop over his arm, up over his head, and has to get the hoop to the person next to him without releasing hands. (The person has to get his body through.) The hoop has to go along the line of people until it gets to the other end.

Or they can be as complex as:

Wall: The entire team must get over a wall that is 11-14 feet high (depending upon the age of the group). There is a platform on the back so that up to three team members can stay on the top to assist once they have gotten over the wall.

Objective: The obstacle becomes a culmination of all the objectives. It seems like an impossible task to complete. It requires intense trust and communication among team members. Group and individual decision-making is crucial as the strength, weight, height and confidence of individual team members must be evaluated in developing a plan of action.

Spool: One large wooden cable spool suspended 5 1/2' above the ground on an iron pole.

Object: to get the entire group to the other side of the spool.

Benefits: group solidarity, problem solving, and spotting skills.

Round The Clock: Have the group form a large circle and firmly join hands. Indicate to the group that you would like them to rotate clockwise 360 degrees in one direction and go 360 degrees back to the start. The goal is to see how quickly the group can complete the problem. The attempt is timed and time is stopped if anyone breaks their grip with another. Group cooperation is obviously essential. A good time for a 30-35 member group is anything below 30 seconds. Place markers at 3, 6, 9 and 12 o'clock to provide reference points for starting and finishing.

Reach For The Sky: Given a piece of chalk or tape, the group attempts to make a mark as high as possible on a wall or smooth tree trunk. The tapes can be numbered if the groups are to be competitive.

Cooperative Games: Most all of our traditional games pit an individual versus another individual or a group versus another group. To have a winner or a success you must have a loser or failure. Disabled persons often times experience enough failure without adding to this burden through recreational and educational pursuits. Numerous cooperative activities/games can be implemented to initiate and provide successful experiences. For example:

Traditional Activity: Musical Chairs - ten chairs are placed in a circle. Eleven participants form a circle around the chairs. The music is started and participants circle around the chairs. Music is stopped and participants sit down. Ten participants find chairs, and one particpant (failure) does not. That participant is excluded from the game and watches on. One chair is removed each time resulting in one participant excluded each time while you have one winner and ten losers.

Cooperative Version: Musical Chairs - ten chairs are placed in a circle. Eleven participants form a circle around the chairs. The music is started and participants circle around the chairs. Music is stopped and participants sit down. Two participants must sit on one chair; thus having to figure out how to do it (i.e., sitting on lap). Another chair is removed, music stops, two people need to pair up, or three have to share a single chair. Game continues until all eleven participants have to share one chair; having to figure out how to accomplish it as a group (i.e., all eleven on laps, similar to the lap sit activity). Result: eleven winners; an all inclusive activity!

OTHER COOPERATIVE GAMES

Blanket Volleyball: same as regular volleyball except that each team has one blanket. All team members hold onto the blanket and hit the ball over with the blanket. The goal is to see how many times the two teams can hit the ball back and forth without missing. (A balloon can be used as the ball.)

Elephant Boards: Obtain two boards approximately six to ten feet long. Make foot holds on each side. Have three or four students get on the boards and walk as far and as fast as possible.

Circle Pass: Form a circle. Choose one volunteer to step outside the circle and begin clapping hands or singing a song. Group begins to pass a natural object (pine cone, rock, leaf) around the circle. When the volunteer stops clapping (singing), the person holding the object goes outside the circle with the volunteer. They clap together and circle begins passing object. Continue until last person has the object (an all inclusive game).

HIGH ADVENTURE

High adventure activities require a leader who is highly skilled and competent in the specific program or activity being implemented (i.e., Rockclimbing-the leader must be a skilled rock climber, have an advanced first aid certification, be a certified rock climbing instructor, and be certified in or have a great knowledge of the population he/she is working with). All insurance factors must be worked out, equipment must be in excellent shape, all preventative legal factors must be resolved (i.e., permission forms completed, rules and regulations for participants clearly defined). Some examples of high adventure activities/programs include: canoeing, kayaking, spelunking (caving), rock climbing, winter camping, wilderness camping, tree climbing, high and low ropes courses and white-water rafting.

Example: Bradford Woods Outdoor Education, Recreation and Camping Center (5040 State Road, 67 North, Martinsville, Indiana, 46151) offers a program called "The Tree Climb." The Bradford Woods Staff feel that everyone should have an opportunity to climb a tree, regardless of any disabilities they might have.

Over 300 people have participated in the program. Some of their disabilities have included: cerebral palsy, muscular dystrophy, spina bifida, diabetes, mental problems (from severe to mild), emotional problems, behavior disorders, traumatic injuries, and visual and hearing impaired (ages have ranged from 4-65 years).

In the two years of implementing this program, no injuries have occured due to strict adherence to safety precautions. To list a few:

1. A platform is built in the tree (30 feet up) using heavy duty materials.

2. Three safety ropes (each will hold at least three to five thousand pounds) are attached to the climber.

3. Safety helmets, shoulder/seat harnesses, carabiners, and a pulley device are all used to ensure safety.

4. Only highly trained staff instruct and direct this program (all receive vigorous training).

The Format: The climber can be hoisted or can climb on his/her own to the thirty foot platform. The climber is always on three safety ropes and is aided by a staff member who is stationed on the platform. An individual can be hoisted from his/her wheelchair if necessary. Over one hundred persons who use wheelchairs have participated in the program; several have been quadraplegics

THE INTEGRATIVE POTENTIAL OF ADVENTURE PROGRAMS

The use of adventure programs as an integrative tool has been very effective. It provides the able-bodied with a chance to see what a person with a disability can really do. Consider the following case study:

> A group of five students participated in the Tree Climb Program. Two were able-bodied and three had muscular dystrophy (of these three, two were barely ambulatory and one was severely involved; he had no control of either arms or legs). The group ranged in age from 14-19 years.
>
> The group assembled at the base of the tree and received instructions for climbing. A student with muscular dystrophy (ambulatory) volunteered to go first. With much trouble (due to weakened arms and legs) the student made it to the 30 foot high platform (took 30 minutes). Everyone applauded as is the custom at the tree climb activity. The two able-bodied students made their way with a lot less physical effort but had to deal with their fear of heights. The other ambulatory student made the climb also. With a little coaxing the student who was in a wheelchair consented to go. It took the staff 45 minutes to get the student fitted properly with a seat and shoulder harness. His hands and legs had to be tied together to keep them from rubbing against the tree. Also, a support had to be rigged up so his head would not fall back. With a great deal of hoisting, the student was pulled to the platform thirty feet up. The student was elated as he had spent his whole life in a chair or on a bed. What a view!
>
> After the activity the leaders and students talked about (processed) the experience. The four ambulatory students agreed that the student who had to be hoisted up the tree, had a greater challenge to overcome with this activity, because of the following reason:
>
> -He had to put all his trust in the ropes and the leaders because he could not hold onto the branches with arms or legs. At least if something went wrong, the ambulatory students could grab onto something. None of the ambulatory students volunteered to have their arms and legs tied and be hoisted up the tree. They said it was too risky.

The Result: The four ambulatory students realized that a severely disabled person can participate in activities on a similar level as they. That there are other kinds of challenges that have to be dealt with and are just as important. The gained respect for their disabled peer and their peer obtained a good dose of self-respect and self-esteem just by climbing a tree!

A WORD ABOUT SPOTTING

Adventure activities can be potentially dangerous if the proper safety precautions are not adhered to. Always have at least two spotters when you are doing any initiative game or task. Spotters should always be ready with arms up and to catch participant. Knees slightly bent, spotters should keep their eyes on the participant at all times and especially protect the head. One spotter must be an adult leader and must be familiar with all safety procedures (must have advanced emergency first aid certificate).

A WORD ABOUT BLINDFOLDS

Use blindfolds that can be washed and do so after every session (pink-eye can be picked up by soiled blindfolds). Never force someone to wear a blindfold; gradually let them work up to it (i.e., eyes closed, hands over eyes, then blindfold, etc.).

A FINAL NOTE

Adventure programs are gaining popularity throughout the country. Persons who are disabled are slowly being included in these programs. There is nothing that will slow down this positive progress quicker than an accident due to neglect or lack of training. PLEASE do not implement adventure programs unless you have the necessary skills and experience!

FOR ADDITIONAL INFORMATION OBTAIN THE FOLLOWING:

Challenging Opportunities for Special Populations in Aquatic, Outdoor and Winter Activities. American Alliance for Health, Physical Education, and Recreation. Unit on Programs for the Handicapped, 1201 Sixteenth Street, N. W., Washington, D. C., 20036.

Fluegelman, Andrew. The New Games Book. New Games Foundation, San Francisco, Ca.: Doubleday, 1977. Available through ACA. $4.95.

Orlick, Terry. Winning Through Cooperation. Hawkins and Associates, 1978. Available through ACA. $8.25.

Peterson, Carol. "The Right To Risk."

Rohnke, Karl. Cowstails and Cobras. Project Adventure, 775 Bay Road, Hamilton, Ma. Available through ACA. $7.25.

Rouard, Margaret and Simon, Jaques. Children's Play Spaces. Overlook Press, 1977. Available through ACA. $23.00.

Simpson, Benjy. Initiative Games. 110 Hampton Court, Butler, Pa., 16001.

Tobert, Marianne. Follow Me. Prentice-Hall, 1980. Available through ACA. $4.95.

Witman, J., Roland, C., Backus, L., Havens, M. (Edited by Gary M. Robb) "Outdoor and Adventure Programs: Complementing Individual Education Programs and Treatment Plan Objectives." Practical Pointers. AAHPERD. 1900 Association Drive, Reston, Va., 22091. Volume 4, Number 1, July, 1980.

SECTION III

ALL THE RESOURCES YOU'LL NEED

PHILOSOPHY/RATIONALE

Carlson, Smith, Donaldson, and Masters. Outdoor Education. Prentice-Hall, 1972. Available through ACA.

This book guides the reader through the history of outdoor education within the American Education System. Included are specific proposals for the inclusion of outdoor education into the school system.

Carson, Rachel. Silent Spring. Fawcett Crest Books, New York, New York, 1962.

Dacey, John S. New Ways To Learn. Greylock Publishers, 1976. Available through ACA.

Donaldson, George W. and Goering, Oswald. Perspectives in Outdoor Education...Readings. Wm. C. Brown Company Publishers, Dubuque, Iowa.

Included in this book are several different readings concerning outdoor education as to its past, present, and future. Authors contribute rationale components as well as sample outdoor programs.

*Hammerman, Donald R. and William M. Outdoor Education: A Book of Readings. Burgess Publishing Company, Minneapolis, Minn., 1973.

This book of readings contains the perceptions of many outdoor education leaders concerning the nature and value of outdoor education. Each author comes from a different frame of reference.

Hammerman, William (Editor). Fifty Years of Resident Outdoor Education: 1930-1980. American Camping Association, Bradford Woods, Martinsville, Indiana, 1980.

Several authors have analyzed the impact outdoor education has had on education philosophy and practice and on the increasing problems of our environment. All previous leaders of outdoor education are discussed as to their impack and philosophies regarding outdoor education programs.

Hawkins, Donald and Vinton, Dennis. The Environmental Classroom. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1973.

*HIGHLY RECOMMENDED

*Leopold, Aldo. A Sand County Almanac. Ballantine Books, 36 West 20th Street, New York, New York, 1949.

*Robb, Gary M. The Bradford Papers: Proceedings from the 1980 Institute on Innovations in Camping and Outdoor Education With Persons Who are Disabled. Indiana University, Vol. I, 1981.

*Udall, Stuart. The Quiet Crisis. Holt, Rinehart and Winston, New York, N. Y., 1963.

*Vinton, Dennis, et al. Camping and Environmental Education for Handicapped Children and Youth. Hawkins and Associates, Inc., 804 D Street, N. E., Suite 100, Washington, D. C., 1978.

This book includes a survey of philosophy, goals, and objectives, a selection of papers and monographs which detail the therapeutic value of camping experiences for the handicapped.

Webb, Kenneth B. Light From A Thousand Campfires. American Camping Association, Bradford Woods, Martinsville, Indiana, 1960.

*HIGHLY RECOMMENDED

ADMINISTRATION

Auld, Margaret and Ehike, Graceann. Guide to Camp Nursing. American Camping Association, Bradford Woods, Martinsville, Indiana.

Ball, A. and Ball, B. Basic Camp Management. American Camping Association, Bradford Woods, Martinsville, Indiana, 1979.

The chapters of this book include program purpose and goals, staff, campers, site and facility preparation, legal matters, support services, evaluation and reporting, along with finances. Especially designed for new camp administrators.

*Camp Standards With Interpretations for the Accreditation of Organized Camps. American Camping Association, Bradford Woods, Martinsville, Indiana, 1980.

This manual includes a complete listing of all standards with explanations by which a camp may be accredited by the American Camping Association. Contained are practices that are basic to quality camp operation; exceeding the minimum requirements for health and safety basically inherent in state and federal legislation.

Easter Seal Guide to Special Camping Programs. National Easter Seal Society, 1968. Available through the American Camping Association, Bradford Woods, Martinsville, Indiana.

Fallon, D. & Robb, G. The Camp Nurse, Project REACH, 1979. Available through ACA.

Ford, Phyllis M., Drehler, A. R. and Crandall, K. C. Resident Sites For Outdoor Education. University of Oregon, Eugene, Oregon, 1974.

Knoll, Anne. Food Service Management. McGraw Hill Publishers, 1976. Available through ACA.

Lewis, Charles A. The Administration of Outdoor Education Programs. Kendall/Hunt Publishing Company, Dubuque, Iowa, 1975.

This book contains information on all aspects of the outdoor education program. Provides a great deal of practical information for the outdoor leader. It covers rationale, integrating outdoor programs, planning, logistics and various other necessary outdoor related facts.

*HIGHLY RECOMMENDED

Mitchell, A. V., Crawford, I. B., and Robberson, J. D. Camp Counseling. W. B. Sanders Co., Philadelphia, Pa., 1970.

Project REACH. Camp Staff Manual Project REACH, 1979. Available through the American Camping Association, Bradford Woods, Martinsville, Indiana.

This manual is designed for training camp and outdoor center staff. Can be adapted to meet the training needs of any outdoor center or camp.

Robb, Gary. The Camp Food Service Supervisor. Project REACH, 1979. Available through ACA.

Robb, Gary. The Camp Maintenance Supervisor. Project REACH, 1979. Available through ACA.

Robb, Gary. The Camp Secretary. Project REACH, 1979. Available through ACA.

Rodney, Lyn and Ford, Phyllis. Camp Administration. The Ronald Press Company, New York, New York, 1971.

This book contains principles, practices and administrative relationships of the resident camp operation. Includes information relative to providing the camper with a broader and richer life experience along with an understanding of democracy, leadership, and wholesome group life. Practical components of this work include sample administrative forms, charts, job description, and additional management illustrations.

Schramm, Wilber. Classroom Out-of-Doors: Education Through School Camping. Sequoia Press/Publishers, Kalamazoo, Michigan, 1969.

*Shea, Thomas M. Camping for Special Children. C. V. Mosby Co., St. Louis, Missouri, 1977.

The author of this book deals with behavior management, characteristics of students who have various handicaps and their remediation, along with a section on six model camps providing purposes and objectives. Information on day camps, special purpose day camps, resident camps, and wilderness camps is also provided. A very practical text.

*HIGHLY RECOMMENDED

Standards Personnel Manual. American Camping Association, Bradford Woods, Martinsville, Indiana, 1978.

Van der Smissen, Betty. Use of Resident Camps For School Programs. American Camping Association, Bradford Woods, Martinsville, Indiana, 1972.

PROGRAMMING/TECHNIQUES

*Bachert, Russel and Snooks, Emerson. Outdoor Education Equipment. Interstate Printers, 1974. Available through ACA.

A complete book of outdoor education equipment. Each piece is illustrated with a detailed line drawing along with its purpose and explanation for use.

*Brannan, Steve A. Project Explore. Hawkins and Associates, 804 D Street N. E., Suite 100, Washington, D. C., 1979.

Over 400 task analyzed activities are included on cards for easy use. These outdoor education and recreation activities are categorized by the following areas: nature study and development, camping and self-maintenance, safety and survival, arts and crafts, and sports, games, and physical development. The activities are designed for moderately handicapped students but can be easily adapted for use by all.

Buell, Larry. Leaders Guide To The 24-Hour Experience. Environmental Awareness Publications, 1978. Available through ACA.

Camp Program Ideas. Recreation Department of San Diego State University, San Diego, Ca., 1977.

Cary, Bob. Winter Camping. Stephen Greene Press, 1979. Available through ACA.

Chase, Richard. Old Songs & Singing Games. Dover Publications, New York, New York, 1972. Available through ACA.

Curtis, Natalie. The Indian's Book. Dover Publications, New York, New York, 1974. Available through ACA.

Eggert, Richard. Backpack Hiking: The First Step. Stackpole, 1977. Available through ACA.

A great book for the beginning backpacker. Includes information on equipment, food and cooking, health and health problems, ethics, and appreciation for the out-of-doors. A good start.

Eisenberg, Helen & Larry. The Handbook of Skits & Stunts. Follett, 1953. Available through ACA.

*HIGHLY RECOMMENDED

Fiarotta, Phyllis. Snips & Snails & Walnut Whales-Nature Craft For Children. Workman Pub. Co., New York, New York, 1975.

Fieldbook. Boy Scouts of America, North Brunswick, N. J., 1976.

Fluegelman, Andrew (Editor). The New Games Book. Dolphin Books, Doubleday & Co., Inc., Garden City, New York, 1976.

Included are games old and new with an emphasis on participation versus competition. These games can be adapted for all, with a little ingenuity. The motto of New Games is "Play hard, play fair, nobody hurt."

Gibbons, Euell. Stalking the Wild Asparagas. Mckay, 1962. Available through ACA.

Hammerman, Donald R. and Hammerman, William, M. Teaching in The Outdoors. Burgess Publishing Company, Minneapolis, Minnesota, 1973.

Hammett, Catherine T. The Campcraft Book. American Camping Association, Bradford Woods, Martinsville, Indiana, 1980.

This book provides a comprehensive program of campcraft skills designed for the beginner. Tips on outdoor living are also included.

Hart, John W. & Turner, Jessie M. Self-Earth Ethic (available in four levels: Level 1, Level 2, Level 3, Level 4). Danville, Illinois: The Interstate Printers & Publishers, Inc. Available through ACA.

Hawkinson, John. Collect, Print and Paint From Nature. Whitman, 1963. Available through ACA.

Hillcourt, William. The New Fieldbook of Nature Activities & Hobbies. G. P. Putnam's Sons, New York, New York, 1970.

*Hunt, Ben A. The Complete How-To-Book of Indian Craft. Collier, 1973. Available through ACA.

Shows actual techniques and designs for Indiancraft activities. No special tools are needed. Covers beliefs and traditions of American Indians.

Kinmont, Vikki and Axcell, Claudia. Simple Foods For The Pack. Charles Scribner's Sons, 1978. Available through ACA.

*HIGHLY RECOMMENDED

Kjellstrom, Bjorn. Be Expert With Map and Compass. Silva, 1976. Available through ACA.

Linsley, Leslie. Wildcrafts. Doubleday, 1977. Available through ACA.

Lyman, Tom. Bouldering and Outcrop Climbing. Stephen Greene Press, 1978. Available through ACA.

Mason, Bernard. Drums, Tom-Toms and Rattles. Dover Publications, New York, New York, 1974. Available through ACA.

Mason, Bernard S. Woodcraft and Camping. Dover Publications, 1974. Available through ACA.

McNair, Robert E. Basic River Canoeing. American Camping Association, Bradford Woods, Martinsville, Indiana, 1969.

Musselman, Virginia W. Learning About Nature Through Crafts. Harrisburg, Pa.: Stackpole Books, 1969.

*Nickelburg, Janet. Nature Activities For Early Childhood. Addison, Wesley Publishing Co., Menlo Park, Ca., 1976.

This book includes nature activities which are simple and usable for all students. The experiences go beyond the traditional. Little changes need to be made for adaptation.

Outdoor Living Skills Instructor's Manual. American Camping Association, Bradford Woods, Martinsville, Indiana, 1979.

*Pearse, Jack. Campfire Programs With Jack Pearse. Jack Pearse, Ltd., 1980. Available through ACA.

This valuable book contains specific program activities for campfire programs as well as the theory and philosophy behind such programs. Suggestions for successful song leading, games leadership, and a checklist for planning are also included.

Reifsyder, William F. Weathering The Wilderness. Sierra Club Books, 1980. Available through ACA.

Provides detailed information on weather conditions which may be encountered in the out-of-doors. This book is a highly educational resource which can be utilized to teach weather. Students can be involved in the prediction of weather prior to the outdoor experience.

*HIGHLY RECOMMENDED

*Robb, Gary M., The Bradford Papers: Proceedings from the 1980 Institute on Innovations in Camping and Outdoor Education With Persons Who are Disabled, Indiana University, Vol. I, 1981.

*Rohnke, Karl. Cowstails and Cobras. A Guide to Ropes Courses, Initiative Games and Other Adventure Activities. Project Adventure, 775 Bay Road, Hamilton, Ma., 1977.

This book includes information on ropes courses, initiative games, and adventure activities as they relate to the development of: personal confidence, mutual support within a group, increased level of agility and coordination, and an increased familiarity and identification with the natural world. Provides a variety of experiences which can be easily adapted for all handicapped individuals.

*Simpson, Benjy. Initiative Games. Benjy Simpson, 110 Hampton Court, Butler, Pa., 1978.

Skinner, Rulon D. Basic Canoeing Techniques. Brigham Young University Press, Provo, Utah, 1975.

Includes a step-by-step process for learning the basics of canoeing. Both picture and words enable the learner to visualize the essentials of canoeing. Contained are basic strokes, skills and maneuvers.

Slizak, Edward J. 1,000 Recreation Programs and Leadership Ideas. Oregon State University, Corvallis, Oregon: O.S.U. Book Stores, Inc., 1976.

Stokes, Donald W. A Guide To Nature In Winter. Little, Brown, 1976. Available through ACA.

An introduction to the natural world in winter. Includes a key to field identification of things seen in the winter, and a natural history description of each item.

Swan, Malcolm D. Tips and Tricks in Outdoor Education. The Interstate Printers and Publishers, Inc., Danville, Illinois, 1970.

Teaching Orienteering. Silva Company, 1975. Available through ACA.

*HIGHLY RECOMMENDED

*Thomas, Dian. Roughing It Easy. Warner Communications Company, 75 Rockefeller Plaza, New York, New York, 1977.

A complete guide to outdoor cookery with recipes, methods of cooking, and tips on outdoor living.

Thomas, Dian. Roughing It Easy 2. Warner Communications Company, 75 Rockefeller Plaza, New York, New York, 1977.

Van der Smisson, Betty & Goering, Oswald. A Leader's Guide to Nature Oriented Activities. Ames, Iowa: The State University of Iowa Press, 1974.

*Van Matre, Steve. Acclimatization. American Camping Association, Bradford Woods, Martinsville, Indiana, 1972.

Van Matre, Steve. Acclimatizing. American Camping Association, Bradford Woods, Martinsville, Indiana, 1974.

All three books are designed to enhance the participants understanding of his/her relationship with the natural world. Included are activities that promote sharing, sensing, awakening and understanding via the use of the out-of-doors. These activities are extremely adaptable with all students who may have a handicap or disability. A must for any outdoor programmer.

Van Matre, Steve. Sunship Earth. American Camping Association, Bradford Woods, Martinsville, Indiana, 1979.

Vogt, Bill. How To Build A Better Outdoors. David Mckay, 1978. Available through ACA.

Wigginton, Eliot. The Foxfire Book. Anchor Press, Garden City, N. Y., 1972. Available through ACA.

Wigginton, Eliot. Foxfire 2. Anchor Press, Garden City, N. Y., 1973. Available through ACA.

Wigginton, Eliot. Foxfire 3. Anchor Press, Garden City, N. Y., 1945. Available through ACA.

Wigginton, Eliot. Foxfire 4. Anchor Press, Garden City, N. Y., 1977. Available through ACA.

Wilkerson, James A. (Editor) Medicine for Mountaineering. The Mountaineers, 1979. Available through ACA.

This book covers the treating of accidents and illnesses in the out-of-doors. This handbook can be utilized as an educational tool, teaching preventative first aid to students.

*HIGHLY RECOMMENDED

NATURE IDENTIFICATION

Angier, Bradford. Field Guide to Edible Wild Plants. Stackpole, 1974. Available through ACA.

*Brown, Vinson. Knowing The Outdoors In The Dark. Collier, 1972. Available through ACA.

Brown, Vinson. Reading the Woods. Collier, 1969. Available through ACA.

Geffen, Alice. A Birdwatchers Guide To The Eastern United States. Barron's, 1978. Available through ACA.

Golden Nature Guides. Golden Press, Inc., N. Y., N. Y.: Birds, Butterflies & Moths, Insects, Stars, Trees, Rocks & Minerals, Flowers, Fish, Non-Flowering Plants, Pond Life, Weather, Weeds, Land Forms, Ecology, Light & Color, Geology. Available through ACA.

Kals, W. How to Read The Night Sky. Doubleday, 1974. Available through ACA.

Klots, Alexander B. A Field Guide To The Butterflies. Boston, Ma.: Houghton, Mifflen Co., 1954. Available through ACA.

Knobel, Edward. Identify Trees and Shrubs By Their Leaves. Dover, 1972. Available through ACA.

Martin, Alexander C., Zim, Herbert S. Nelson, Arnold L. American Wildlife and Plants. Dover Publications, N. Y., 1961. Available through ACA.

Murie, Olaus J. A Field Guide To Animal Tracks. Boston, Ma.: Houghton, Mifflen Co., 1954. Available through ACA.

*Peterson, Roger Tory. A Field Guide To The Birds. Boston, Ma.: Houghton Miffien Co., 1947. Available through ACA.

Peterson, Roger Tory. A Field Guide to Western Birds. Boston, Ma: Houghton Miffien Co., 1961. Available through ACA.

Also available from the same Author (Roger T. Peterson) and address: American Camping Association, Bradford Woods, Martinsville, Indiana are:

A Field Guide To Wildflowers.

A Field Guide To The Ferns.

*HIGHLY RECOMMENDED

Smith, Hobart. Amphibians of North America. Western Publishing, 1978. Available through ACA.

Watts, May. Master Tree Finder. Nature Study Guild, 1963. Available through ACA.

FILMS/RECORDS

The following films are available through the American Camping Association, Bradford Woods, Martinsville, Indiana, 46151:

*Backpacking by the Great American Film Factory.

Includes rules on safety, ecology, and trail manners along with a "how to" format loaded with information. Great introduction to backpacking.
Cost is $35.00. (Rental)

Camping by the Great American Film Factory.

The focus of this film is on the areas of shelter and cooking. The rules of safety and ecology are stressed. Set in a "how-to" format.
Cost is $35.00. (Rental)

*Camping and Recreation Programs For The Handicapped by David Austin No. 08-1652.

Using the discovery approach, Camp Riley allows individuals to explore their full potential. Color, 15 minutes, 16 mm.
Cost $7.00. (Rental)**

Camping and Recreation Programs for the Handicapped by the American Camping Association.

Shows outdoor programming with the needs of the handicapped participants in mind. Includes various summer camp activities and explifies the creation of self-image through supportive interaction.
Cost is $9.25. (Rental)

Canadian Summer No. 12-1415.

Normalization of mentally handicapped youth through outdoor recreation participation. Color, 23 minutes, 16mm.
Cost is $7.00. (Rental)**

Concept Development Through Outdoor Play. 6mm. Campus Film Distributors, 2 Overhill Road, Scarsdale, N. Y., 10583.

Day Camping Can Be Fun by Robert and Joan Levine No. 04-9071.

A promotion for philosophy and activities of day learning. Color, 90 minutes slide/cassette.
Cost is $7.00. (Rental) **

*HIGHLY RECOMMENDED

Inexpensive Outdoor Education Techniques by John Carter No. 04-9065.

Instructional series to present step-by-step preparation of inexpensive materials to be used in outdoor education programs. Color, 31 minutes, slide/cassette.
Cost is $7.00. (Rental) **

*Miracle In The Woods by The James Whitcomb Riley Memorial Association.

Shows an entire outdoor education and camping program. Keying on activities and facilities. Color, 20 minutes, 16 mm. For Rental Information contact:

Gary M. Robb, Bradford Woods Outdoor Education Center, Martinsville, Indiana, 46151.

Mountaineering by the Great American Film Factory.

This program illustrates climbing (not a "how-to") and deals with living amongst nature rather than its conquest.
Cost is $35.00. (Rental)

OBIS Film.

University Extension Media Center (UNEX). 2223 Fulton Street, Berkeley, Ca., 94720. (415-642-0460) 15 minute, color film.
Cost is $15.00. (Rental)

*Outdoor Recreation Facilities for the Handicapped by David Austin No. 04-9013.

A presentation of a summer camp for disabled children. Shows the adaption of facilities necessary to make all activities accessible. Color, 10 minutes, slide/cassette.
Cost is $7.00. (Rental) **

"The Tree."

Film. Churchhill Films, 662 North Robertson Blvd., Los Angeles, Ca.

This Is Camping by The American Camping Association.

Depicts many facets of organized camping across America. Shows how camping provides the participant an opportunity to develop interpersonal relationship capabilities.
Cost is $9.25. (Rental)

*HIGHLY RECOMMENDED

Wild Plants To Eat by Jack Darnell.

This is a narrated color slide program which shows forty common plants. Contains 50 slides with a cassette tape and beep tone for slide advancement. Cost is $29.95. (Rental)

What Is Ecology.

Sound Filmstrip. Prentice-Hall, 150 White Plains Rd., Tarrytown, New York.

**These films/slides can be rented from the following address:

Academic Support Film Center
Film Library Scheduling
505 East Stewart Road
Columbia, Missouri 65211
(314) 882-3601

SECTION IV

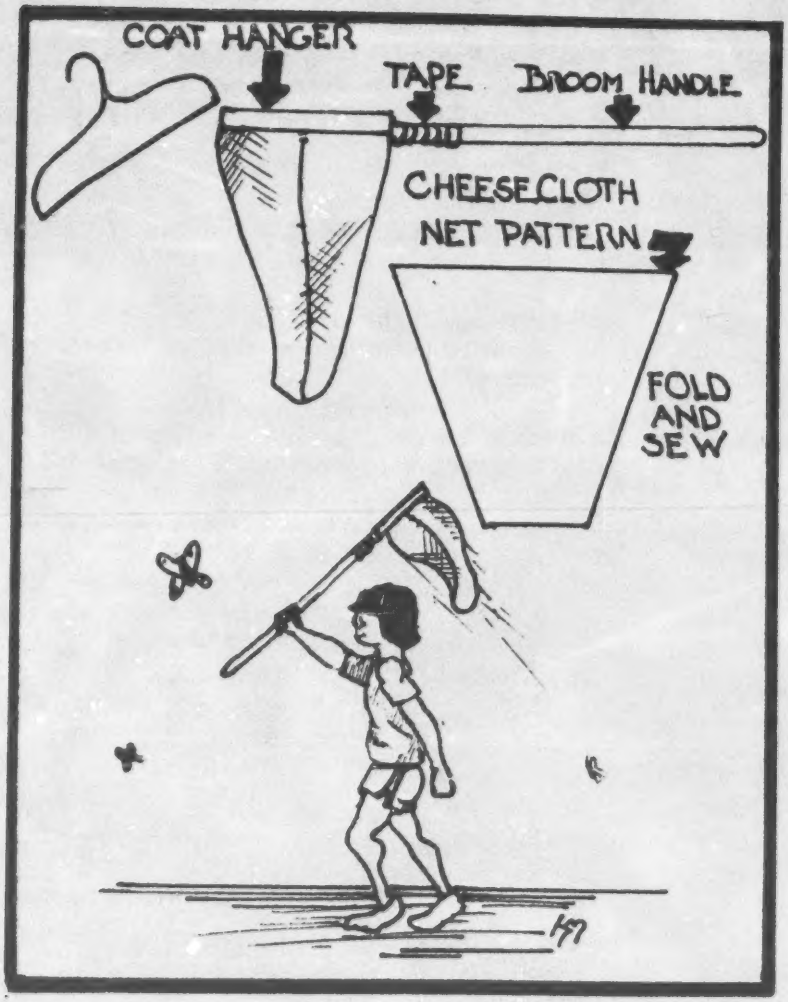
EQUIPMENT

INTRODUCTION

Outdoor education equipment can enhance the effectiveness of experiential programs. Most equipment can be made by the students, becoming an educational activity in itself. Included in this section are examples of easily made and used outdoor equipment. The possibilities are infinite for making and using such equipment. All of the equipment shown in this section can be readily adapted, if need be, for children with disabilities.

INSECT NET: coat hanger, cheesecloth, 36" dowel, and heavy tape.

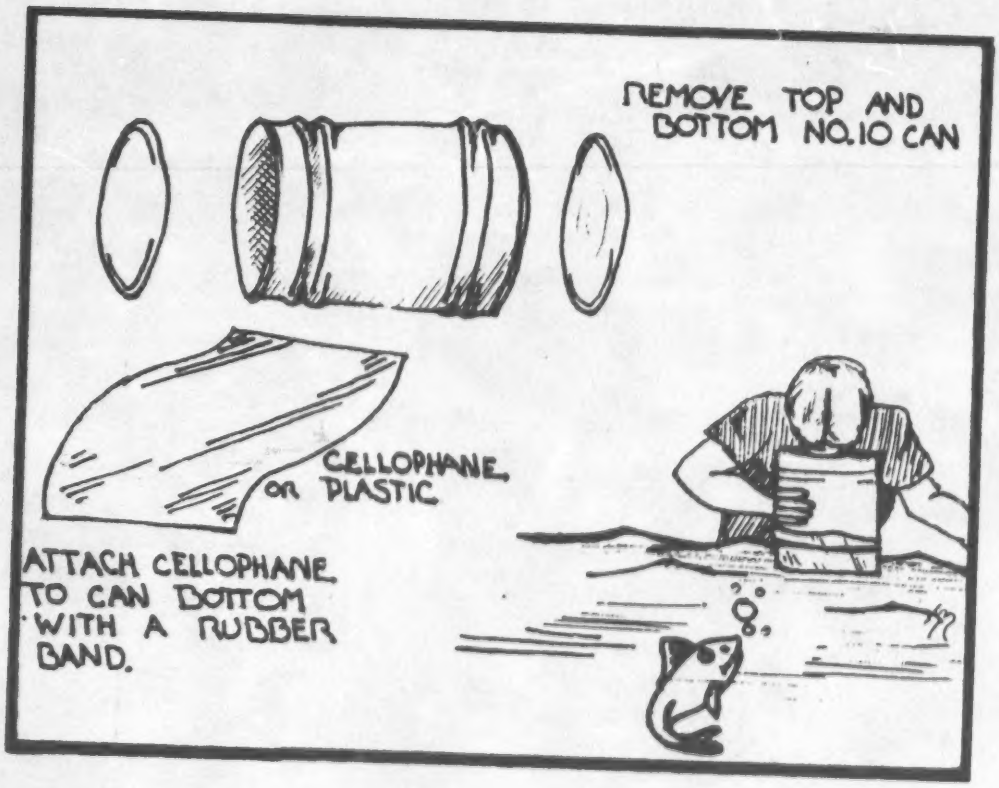
1. Bend coat hanger into a circle.
2. Straighten the hook and wrap it around one end of the wood dowel.
3. Secure the wire with heavy tape.
4. Cut the cheese cloth into a triangular shaped pattern 2 1/2 feet long and wide enough to fit around the wire.
5. Sew the sides of the cheesecloth together to form a cone shape.
6. Attach the opening of the cheesecloth to the wire frame by folding a few inches of the cloth over the wire and sewing it around the frame.


COAT HANGER
TAPE
BROOM HANDLE
CHEESECLOTH
NET PATTERN
FOLD
AND
SEW

INSECT NET

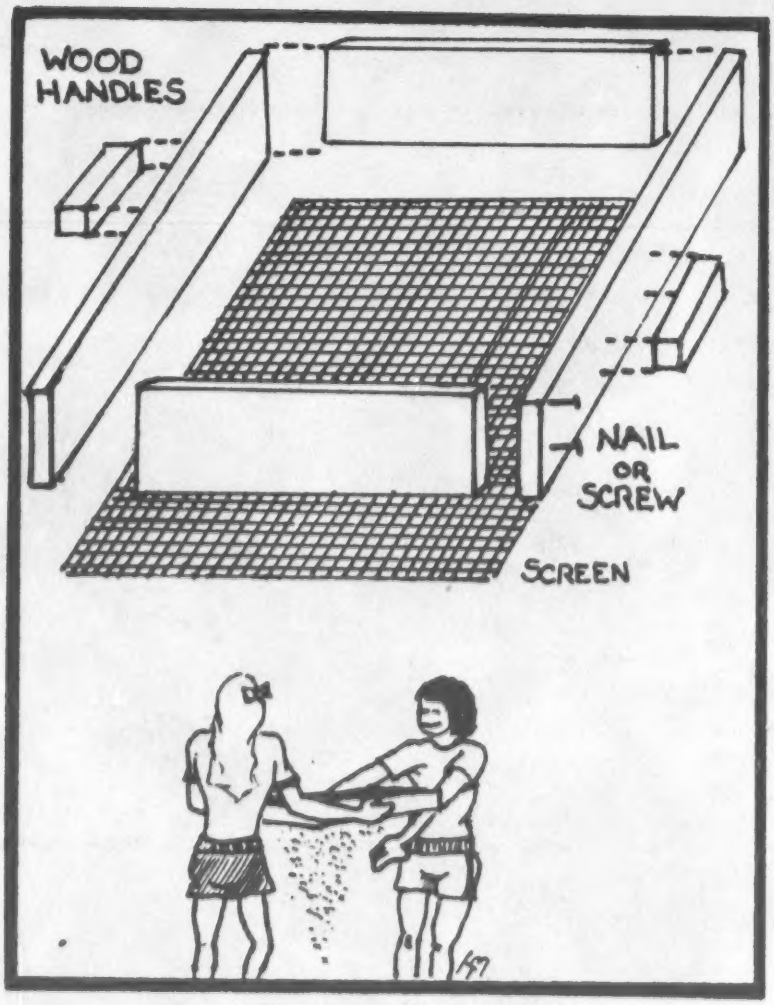
WATERSCOPE: number 10 can, clear plastic, large rubber band, and heavy tape.

1. Remove the top and bottom from a number 10 can.
2. Attach clear plastic to the bottom of the can and secure with a large rubber band.
3. Attach heavy tape to cover the sharp edges on the top of the can.
4. Remember: use extreme safety cautions when using the waterscope (i.e., have a water safety instructor and know the depth of the water).



SOIL SIFTER: one inch by four inch (1"x4") boards, nails, screen, and heavy duty staples.

1. Cut the one inch by four inch boards into four sections, 12 inches long.
2. Nail the sections together to form a square.
3. Staple the screen to the bottom of the square.
4. Handles may be attached to the sides for easier handling and grasping.



OTHER OUTDOOR EQUIPMENT MIGHT INCLUDE: hand lens, binoculars, compass, tree bore, and cooking equipment (i.e., tin can stove). For more information read:

-Bachert R. and Snooks E. Outdoor Education Equipment. Interstate Printers, 1974. Available through the American Camping Association, Bradford Woods, Martinsville, Indiana, 46151.

-Headstrom, Richard. Adventures With a Hand Lens. Dover, 1976. Available through ACA.

-Lamoureaux, Marcia and Bob. Outdoor Gear You Can Make Yourself. Stackpole, 1976. Available through ACA.

-Thomas, Dian. Roughing It Easy. Warner, 1976. Available through ACA.